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ABSTRACT

GRADES OR AGES: Kindergarten and grade 1. SUBJECT MATTER: Language arts. ORGANIZATION AND PHYSICAL APPEARANCE: The guide has three main sections: 1) kindergarten level--listening skills, speaking skills; 2) readiness level--listening skills, speaking skills; and 3) level one--listening skills, speaking skills, writing skills. The material in each section is set out in three columns: skills, teaching procedures, and materials. The guide is lithographed and spiral-bound with a soft cover. OBJECTIVES AND ACTIVITIES: Some general objectives are given in the introductory material. Detailed activities are suggested in the teaching procedures column. INSTRUCTIONAL MATERIALS: Resource materials are listed in each section and include books, pictures, records, films and filmstrips, and a variety of other objects. STUDENT ASSESSMENT: No provision is made for evaluation. (MBM)

Volume A

Kindergarten Level
Readiness Level
Level One

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
William R. Manning, Superintendent
Benjamin J. Henley, Vice Superintendent

ED054123

HANDBOOK
FOR
THE LANGUAGE ARTS

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
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– An Experience Report –

Louis Kornhauser, Director
Great Cities Project and the Language Arts

SP007 321

LuVerne C. Walker, Director of Curriculum
Washington, D.C.
1968

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. . . . *Acknowledgments* . . . .

FOREWOR

This Handbook for the Language Arts is the outgrowth of three years of direct classroom experience with culturally disadvantaged children in grades kindergarten through third in fourteen inner-city-type schools. In two volumes (K - Level 1; Level 2 - Level 3), the Handbook for the Language Arts sets forth detailed procedures and materials to foster the teaching and learning of the critical communication skills associated with listening, speaking, and writing.

The design of the original Language Arts Project gave no responsibility to the corps of special teachers for teaching developmental reading skills. It is for this reason that reading skills are not covered in this Handbook. In spite of this, however, it will become readily apparent that the Handbook, provides unlimited opportunities for reading skills instruction and development.

The skills for which lessons have been written are those listed in the following curriculum charts: Direction Finders for Speaking and Listening (Charts I and II), Reading Skills and Mechanics of Writing (Charts I, II, and III.)

The Handbook for the Language Arts suggests the use of a variety of provocative instructional aids, materials, and references. These include a multiplicity of both print and non-print items. It is one of the long-range goals of the Curriculum Department to produce a Language Arts Instructional Kit which will contain all of the materials that are recommended and required in order to effectively teach the lessons that are presented in the Handbook.

This is a period of transition and very rapid change in education. To only produce teaching - learning materials which are useful for teachers and consistent with the particular thinking and

FOREWORD

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philosophy which is "in" or fashionable at the time, seems an unwise and inefficient practice. We believe the Handbook for the Language Arts represents sound instructional techniques and can be used in a continuous, or non-graded organization.

Language Arts is viewed as the common thread in the school curriculum providing the foundation upon which continuous pupil growth in the manipulation and appropriate application of the communication skills can take place. The building of language competence does not occur in vacuum. The skills are presented through work in the vital subject fields of mathematics, science, history, geography, art, music, and physical education as well as through literature and other facets of the language arts.

To assume that pupils from low-income neighborhoods have no communication skills is a fallacy. It will only mitigate against teacher acceptance of children and will prevent a meaningful meeting of their needs. To encourage student growth in the use of the standard dialect which is recognized by the school, the world of work and society in general, teachers are urged to accept responsibility for the following:

1. Providing a stimulating climate for learning which will foster the development of desirable and appropriate language skills.
2. Accepting, understanding, and respecting all children and the language which they bring to school.
3. Refining, enhancing, and enriching the language skills which pupils bring from home using them as a base for building efficiency and skill in reading and writing and in the use of the standard dialect.

INTRODUCTION

One of the very critical needs in education today, both at the national and the local level, is that of disseminating to classroom teachers, information, materials, lessons and techniques which have been tried in innovative projects and programs and found to be productive though not necessarily panaceas. In this connection, it is the major purpose of this curriculum Handbook to share with primary teachers citywide, insights and expertise which have been acquired by the corps of special teachers in the Language Arts Program for Culturally Disadvantaged Children. Funded in January 1961, under a grant from the Ford Foundation, it was one of nine exciting experimental projects in the United States entitled Great Cities Programs for School Improvement.

The program's main thrust is to intensify language learnings and experiences in grades kindergarten through third, for boys and girls handicapped by limited ability to communicate in the standard dialect. Its primary purpose is to develop oral and written language facility and the comprehension skills, areas in which children from low-income neighborhoods reveal a severe deficit, one which tends to impede academic progress and a satisfactory school adjustment, both immediate and long-range.

Motivation for learning is judged to be essential for children from all socio-economic levels of society. To this end, lessons have been fashioned involving the use of new and stimulating in-

INTRODUCTION

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stimulating instructional materials, new machines such as Language Masters, listening stations, teletrainers and overhead projectors, the use of varied and interesting tactile and kinesthetic approaches and the employment of other dramatic techniques which foster optimum pupil involvement and participation. Though the experiences of the corps of language arts teachers from which this Handbook has been developed has been with children identified as the culturally disadvantaged, there is common agreement that most of the lessons which have been developed can be used with all children at the primary level.

This publication, unique because it is the product of an innovative program, is structured by teachers in the classroom, for teachers in the classroom. It is based upon continuous staff dialogue and interaction growing out of classroom experiences, critical evaluation and at least two preliminary drafts, in addition to staff leadership in system-wide workshops and consulation with selected school faculties.

The single most important goal of education must be that of developing positive and acceptable pupil behavior. The effectiveness of this Handbook, then, will be determined and evaluated on the basis of your ability as a teacher, to use the material presented in this guide to bring about desired behavioral changes.

NOTE TO THE TEACHER

It has been one of the major aims of the Language Arts Program, to publish a Handbook of stimulating sample language lessons for the primary level, which teachers could utilize as an integral part of their instructional program. This new publication is not designed as a curriculum in language arts, a fact which will become obvious to the reader who will see no references to the skills of reading, handwriting or spelling.

The lessons are in the areas of listening, speaking and writing; they are developed around the specific skills which are listed in the Direction Finders. There should be no thought in the minds of those who use the Handbook that the lessons which are included suggest the only ways to teach the skills. The lessons, rather, are suggestive of ways skills might be taught. Being a creative teacher, you will certainly teach them as they are written, but you will also find ways to expand, extend, adjust, adapt and modify them to more adequately meet the needs of your particular pupils.

The Language Arts Office would be delighted to receive your modifications and adaptations of the lessons in a written form which parallels that found in the Handbook. It would examine your contributions carefully and attempt to publish an annual supplement for citywide distribution giving full recognition and acknowledgment to each person whose lessons are used.

The content material in the Handbook is organized and

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arranged under three major headings for simplicity and ease of use:

Column one - Skills
Column two - Procedures
Column three- Materials

The table of contents differs somewhat from the general concept of a table of contents. Listed under the three broad areas of listening, speaking and writing are the specific lessons which may be taught to develop particular skills. Teachers are encouraged to use the Handbook in conjunction with the Direction Finders Charts which have been provided. You will note that some lessons are listed in several places in the contents. This suggests that lessons may be used more than once depending on the teachers' (and pupils') purpose.

A critical need today is to find ways to individualize instruction. Many of the lessons in the Handbook can be used or modified to accomplish this purpose. The particular lessons in each section which may be used in this manner are starred with an asterisk. Most of the lessons presented require that the teacher be actively involved in the teaching – learning process. Some of these lessons may be taped by the teacher or recorded on Language Master cards for use by individual children or by a small group as independent activities. Similarly, many of the teacher-made materials may be produced in a reduced size (i.e. pocket charts and cards) for use in the individualizing process.

As teachers, you must recognize the problem we faced of suggesting that certain lessons in the Handbook belonged under only one of the three major categories of listening, speaking and writing. In reality, there is much overlapping. Many listening lessons, for example, could be listed also under speaking and vice-versa. By the same token, certain lessons under writing, such as ones which deal with ads and commercials, might have been presented under speaking. Here again, a skillful teacher will seek ways of making optimum effective use of the lessons in light of their purposes.

It is our belief that children have much to talk about and much to write about. It is the teacher's responsibility to find ways of motivating and supporting children's efforts at communicating their thoughts. In this connection, we believe children will learn how to write and how to express themselves if they are provided daily opportunities to do so. We are committed to the principal of separating the actual creative writing period from the lesson which focuses on teaching the mechanics of writing. What children write, they should have an opportunity to read, either to another child, a small group, the whole class, or another class in the building.

The motivation for learning the mechanics of punctuation, capitalization and correct spelling should grow out of a need for, and an

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interest in sharing what has been written. This may be done through a classroom or building newspaper, an exhibit or display or in a classroom book of the creative expressions of the pupils.

Classrooms at any level should be places where pupils are given inspiration and encouragement to think, opportunities to express their thoughts and recognition and support for their efforts. An educator would be unwise to suggest that the ability to give back details and facts is unimportant. We suggest, however, that it is an even more dangerous practice to fall into the trap of the right-wrong answer syndrome. This implies a need on the part of the teacher to phrase provocative and open-ended questions along with fact questions, in order to elicit answers in which children can tell what they think.

It was not possible to include in the Handbook, guidelines for writing rebus charts, language experience charts and reading experience charts. Guidelines for these have been reproduced and are in a kit which will be provided.

The key person in the instructional process is the classroom teacher. The success or failure of any program is dependent upon his skill, his attitude, his interest and support. To this end, it is the hope of all of these persons who have worked on this Handbook that you will find it a useful and worthwhile publication.

NOTE SPECIFIC OPPORTUNITIES FOR INDIVIDUALIZING INSTRUCTION.

CHARTS

EXPERIENCE CHARTS

It is desirable that initial reading activities be successful and enjoyable. Experience Charts have been found valuable for this purpose. The earliest real reading experiences children have are generally from Reading and Language Charts. They provide a link between the child's concrete experiences and the abstract symbols of the printed page.

EXPERIENCE LANGUAGE CHART

Snappy

Snappy is our pet.
He has a hard shell.
The shell is his house.
We take care of Snappy.

I. Readiness

- A. Stimulate children to talk freely about trips, pictures, the house they are building, the garden they are making, pets in their room, etcetera.
- B. Have a discussion time to develop ideas and clarify concepts in relation to experiences.
- C. Establish a purpose for recording the experiences.

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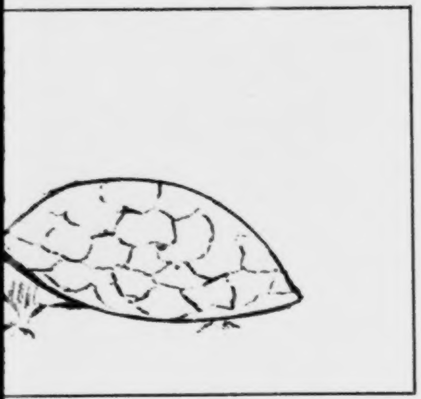

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II. Recording the Language Chart

A. Guide the responses of the children by skillful questioning.

B. Use children's language on the chart guiding it so that it conforms to acceptable usage.

C. Record children's sentences on the blackboard or on chart paper.

D. Call to the attention of children the fact that a sentence begins with a capital letter and ends with a period. (Colored chalk may be used to indicate this.)

E. Keep the sentences short, preferably one line in length. (Where longer sentences are used, they should be broken into thought units.)

F. Evaluate first drafts with children for composition and readability: Do the sentences belong in this story? Can the chart be improved by the use of descriptive words, action words, or surprise endings?

G. Use any word that is within the oral vocabulary of the children as part of the recorded chart.

III. Reading the Language Chart

A. Read the chart to the children, indicating the left to right progression.

B. Make no attempt to establish a sight vocabulary.

C. Ask questions. The sentences answer the questions. (The children read as teacher indicates the left to right progression.)

D. Do not expect children to read these charts independently. (A child who remembers may help.)

E. Do not use these charts for drill purposes.

IV. Recording Chart on Tagboard or Chart Paper for a More Permanent Record

A. Transfer from blackboard to chart paper or tagboard arranging sentences in sequential order.

B. Use children's illustrations, photographs, colorful pic-

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tures, or teachers' illustrations to help clarify concepts.

V. Using Experience Language Charts

A. Reread each chart developed each day.
B. Focus attention on certain sentences - (example: Who can show us the sentence that says, "He has a hard shell."?) or on certain words - (example: Who can show us the word "turtle"?)
C. Use language charts for recall or review.
D. Use language charts for any reasons for which the chart was made.
E. Use language charts as a basis for seatwork.

READING CHART

The Airplane

See the red airplane.
The airplane can go up.
The airplane can go down.
See the airplane go fast.

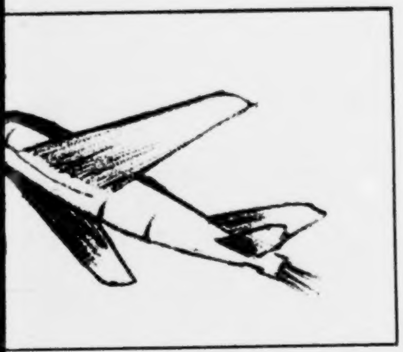
I. Specific Objectives For Developing Reading Charts:

- A. To introduce reading vocabulary
- B. To fasten vocabulary
- C. To promote fluency
- D. To teach punctuation

II. Suggested Procedure:

- A. Readiness
  - 1. Have children talk freely about an experience, object or picture.
  - 2. Develop a reason for writing about it.
- B. Dictating and Writing the "Story"
  - 1. Discuss with children what they want to say first.

READING CHART



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hey want to say first.

2. Permit several children to give sentences.
3. Control vocabulary by:
   a. Careful questioning
   b. Helping children choose the best sentence
4. Be guided, to a large extent, by a knowledge of the vocabulary that the children will need which is found in reading books.
5. Provide for repetition of words, in order to help establish a sight vocabulary.
6. Have several children repeat chosen sentences, and teacher write exactly as dictated by children.
7. Edit and rewrite the story where necessary.
8. Make two charts of the same story.

C. Reading the Story
   1. Have the entire story read by children with the teacher.
   2. Ask questions and have children read:
      a. Sentences that answer the questions.
      b. Phrases that answer the questions.
      c. Words that answer the questions.

D. Follow-Up

1. Ask questions to develop word attack skills.
   Ex: Find a word that begins like 'red.'

   Find a word that rhymes with 'a toy.'

2. Use story printed on tagboard for children to cut into sentences and phrases. III

   a. Have children match cut sentences with sentences on chart.

   b. Have children place the cut sentences on a wall rack one at a time.

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c. Rebuild the story in the rack, first by sentences, then by phrases.

d. Develop phrase-recognition by framing, matching, or by just reading from the cards.

III. Duplication of Basic Reading Material

A. Duplicate the story and give each child a copy.

B. Have children put story into a book form.

C. Permit children to illustrate the story.

D. Add each new story so the booklet becomes, "The Reading Book" for the group.

OTHER CONSIDERATIONS F

I. Suggestions for chart types which are suitable for inclusion in such a series for all grades from Kindergarten through sixth, might be:

   A. What we want to know
   B. What we want to see (on a trip)
   C. What we want to find out
   D. What we need to work with
   E. Where we want to go
   F. How to study
   G. Work plans
   H. Directions for following work plans
   I. Progress reports
   J. Picture words (dictionary)
   K. Words I need - Word Meaning
   L. Important happenings
   M. The Weather Birds I Know, or Seasonal Changes
   N. Colors and Numbers
   O. Foods
   P. Safety Rules
   Q. News - Diary
   R. Standards for Behavior

OTHER CONSIDERATIONS FOR CHARTS

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Kindergarten through

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II. Chart construction should:

  A. Be neat.

  B. Be balanced - one line sentences in the beginning and paragraph form, as pupils progress.

  C. Be illustrated. (Children's pictures from magazines or made by children) Place illustrations at the bottom or top of the story. Dictionary chart-pictures should be placed at the right.

  D. Be based on the children's needs and interests.

  E. Be child-like.

  F. Be complete in sentence structure.

  G. Be accurate and clear in ideas.

  H. Be repetitious in vocabulary.

  I. Have a title.

  J. Have one and one-half inch margin on the left-hand side of chart. (The right-hand margin should be even.)

  K. Show only complete words.

III. Ways of using the charts

  A. Place or hang on a chart rack.

  B. Staple or bind together and use as a book.

  C. Hang along the side of the room for continuous use and reference.

D. Staple on brown kraft paper.

E. Index charts.

IV. Value of experience charts

A. They are an outgrowth of school activities; they are composed by the children and contain their meaningful oral vocabulary.

B. They make the reading process easier because they connect what the child knows with the printed symbol.

C. They contribute to a growth in interest in reading.

D. They make reading functional from the beginning.

E. They help the child to gain a meaningful vocabulary.

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F. Children learn left to right progression by the teacher sliding her hand smoothly under the sentence as she reads.

G. They help the child have a sight vocabulary that is large and rich enough to insure success when he starts to read in books.

H. They help a child recall a meaningful experience.

I. They are a preview to the pre-primers. Charts give something not found in reading books.

J. They are a joy to make and the children take pride in saying, "We did it."

K. They help children understand that reading is "just talk written down."

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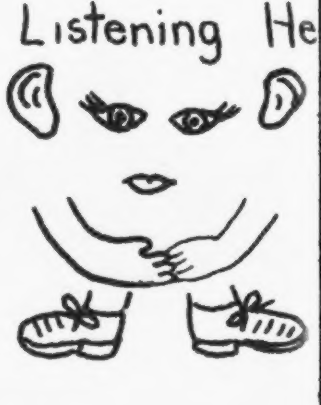
LISTENING	**Build Habits And Awareness Of List**
SKILLS	TEACHING PROCEDURES
Building Standards	Show a picture of Mother speaking to a child. Let pupils tell who is in the picture and what is happening. Encourage children to tell what they think Mother is saying. Ask children to show what helps them hear. Point out to children that the child is using his ears, and he Help children understand that looking at Mother helps the chi what Mother is saying. Suggest that we can make other parts of the body help us keep one is saying. Ask pupils to listen to the poem to see if they can find out be good listeners. Display flannel cut-outs of ears, lips, eyes, hands, and feet as Ask pupils to tell how their ears help them listen. Ask pupils how their lips can help; eyes. Show pupils how to sit comfortably with hands and feet still we use these parts to help us listen. Ask pupils to help say the poem as the teacher points to Make a permanent chart with reminders of listening standards needed.  32

ACHING PROCEDURES

ing to a child.
ture and what is happening.
they think Mother is saying.
s them hear.
child is using his ears, and he is also looking at Mother.
looking at Mother helps the child to think carefully about

parts of the body help us keep our minds on what some-

em to see if they can find out what other parts help us to

, lips, eyes, hands, and feet as each is mentioned.
s help them listen.
elp; eyes.
tably with hands and feet still, and tell pupils this is how
s listen.
oem as the teacher points to items on the flannel board.
eminders of listening standards for quick reference when

MATERIALS

Picture:
child looking at Mother

Collection of pictures which can be used to illustrate good listening

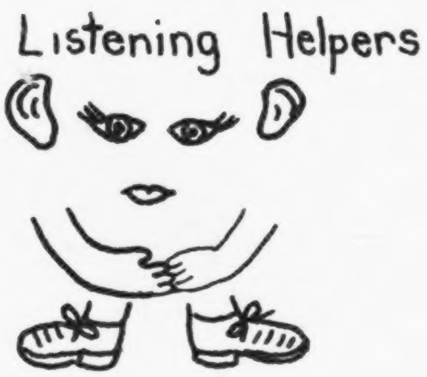
Flannel cut-outs of
- ears
- lips
- eyes
- hands
- feet

Flannel board

Poem:

Your ears were made for listening,
But other parts help you.
Your lips closed tight
Your eyes open bright
Keep hands and feet still, too.

Charlean Haywood
Language Arts Teacher
D. C. Public Schools



SKILLS	TEACHING PROCEDURE
Developing Good Listening Habits	Use films, rhymes, poems, and stories to stimulate pupi

TEACHING PROCEDURES

ems, and stories to stimulate pupils to want to listen.

MATERIALS

Nursery Rhymes:
Refer to:
Arbuthnot, May Hill, editor. Time for Poetry. Fair Lawn, New Jersey: Scott, Foresman and Co., 1961. pp. 125, 126.

Stories:
Refer to:
Arbuthnot, May Hill, editor. Time for Fairy Tales. New York: Scott, Foresman and Co. 1952. pp. 8-11, 70.

Public Schools of the District of Columbia. Catalogue of Audio-Visual Materials. Washington, D. C.: Board of Education, 1964.

Films:

635	Mother Goose Stories
802	Millions of Cats
798	Make Way for Ducklings

Filmstrips:

525	Little Red Hen
827	Three Billy Goats Gruff
1422	Mike Mulligan and His Steam Shovel

SKILLS	TEACHING PROCEDURES
Enjoying a Film	Use a film: Mother Goose Stories. Show a large cut-out of Mother Goose with her goose. Tell pupils that Mother Goose comes to bring tales for t Tell pupils that they will hear four Mother Goose storie Show cut-outs of a dog, an egg, and a spider. Have pupils identify cut-outs. Show a cut-out of a tart and explain what it is. Suggest that pupils listen carefully to the four stories i each object. Show the film, Mother Goose Stories, and read its acco Allow pupils to tell which story they enjoyed most and th best. Name one of the stories. Have a child select the object or animal which was foun Encourage the child to tell some aspect of the story i played a part. Continue in the same manner with the other stories.
Concentrating to Recall Details of a Nursery Rhyme.	Use "Little Miss Muffet." Set the stage for listening. Say: "Today we are going to listen to a rhyme." Allow several children to share rhymes which they k Place a picture of a little girl on the flannel board. Encourage pupils to listen to find out what happened t

ACHING PROCEDURES	MATERIALS
es.	Film: 635 Mother Goose Stories
er Goose with her goose. e comes to bring tales for them to enjoy. r four Mother Goose stories.	Cut-out of Mother Goose with her goose
gg, and a spider. . explain what it is. arefully to the four stories in order to learn more about	Cut-outs of dog egg spider tart
Stories, and read its accompanying text. ory they enjoyed most and the part in the story they liked	
t or animal which was found in the story. some aspect of the story in which the object or animal r with the other stories.	
	Instructo flannel board cut-outs or storybook pictures of "Little Miss Muffet"
g to listen to a rhyme." o share rhymes which they know. e girl on the flannel board. n to find out what happened to the little girl.	Flannel board

SKILLS	TEACHING PROCEDURES
	Present the rhyme, "Little Miss Muffet," using flannel board illustra Evaluate with such questions as: What is the name of the little girl in the rhyme? Was there anyone else in the rhyme? What did Little Miss Muffet do first? What did she do next? Tell what else happened. How would you feel if a spider sat beside you? Refer to listening chart. Ask: "How did you show that you were good listeners?"
Reinforcing Concepts Presented in a Nursery Rhyme	Use a "surprise box" containing objects from a rhyme. Exhibit items or pictures of items described in the nursery rh Muffet," in a surprise box. Ask pupils to tell the nursery rhyme which the items suggest. Let various children look in the box to identify any object with whic familiar. Let pupils recall how Miss Muffet used the objects. Help pupils with items for which the concepts are not clear. Allow pupils to observe and smell the curds (coagulated part) and w of sour milk. Let pupils pretend to have a bowl of curds and whey. Have pupils eat first curds, then the whey. Have pupils tell what they are doing by having them repeat, "Fi then the whey." This will offset the tendency to say "... eating her curds away.

TEACHING PROCEDURES	MATERIALS
tle Miss Muffet," using flannel board illustrations. ons as: of the little girl in the rhyme? else in the rhyme? ss Muffet do first? xt? pened. l if a spider sat beside you? that you were good listeners?"	
ntaining objects from a rhyme.	Surprise box with
ctures of items described in the nursery rhyme, "Little Miss prise box. nursery rhyme which the items suggest. look in the box to identify any object with which they are already Miss Muffet used the objects. s for which the concepts are not clear. rve and smell the curds (coagulated part) and whey (watery part) have a bowl of curds and whey. curds, then the whey. at they are doing by having them repeat, "First the curds, and	picture of Miss Muffet tuffet bowl and spoon curds and whey plastic spider on string book with "Little Miss Muffet" marked
he tendency to say "... eating her curds away."	

SKILLS	TEACHING PROCEDURES
Reproducing Good Tonal Quality	Say the rhyme, "Little Miss Muffet" for the children.
	Encourage the children to listen to the way the teacher's vo
	Use a light voice, so that each child will make his voice lig
	Vary speed, as suggested at the end of the rhyme, so that
	Repeat the rhyme encouraging children to join.
	Review enunciation of any words or phrases with which pup
Interpreting a Rhyme	Have pupils pretend to eat curds and whey again if words
	Allow the class to repeat the rhyme with the teacher.
	Help pupils to speak together and keep voices light.
	Allow children to pantomime eating using an imaginary spo
	Encourage pupils to show Miss Muffet's surprise when she
	Select one child to pantomime the rhyme while the class re
	Guide pupils in evaluating by saying: "I know you were goo You said your words well. You kept your voices light and spoke together."
	Ask: "What did you see our little Miss Muffet do that sho
Enjoying a Story	Use a story: "The Three Bears."
	Place a flannel cut-out of a bear on the flannel board.
	Encourage pupils to identify the animal.
	Ask pupils where they could see a real bear.
	Tell pupils that the story they are going to hear is about a

TEACHING PROCEDURES	MATERIALS
iss Muffet" for the children. to listen to the way the teacher's voice sounds. t each child will make his voice light. d at the end of the rhyme, so that pupils will imitate. raging children to join. y words or phrases with which pupils need help. eat curds and whey again if words indicate inadequate concepts. t the rhyme with the teacher. ether and keep voices light. mime eating using an imaginary spoon and bowl. w Miss Muffet's surprise when she saw the spider. mime the rhyme while the class repeats it. g by saying: "I know you were good listeners because: rds well. ces light and spoke together." e our little Miss Muffet do that showed she listened carefully?"	Book with the rhyme, "Little Miss Muffet"
e Bears." of a bear on the flannel board. ntify the animal. ould see a real bear. y they are going to hear is about a bear family.	Large, colorful picture story of "The Three Bears" Flannel cut-out of a bear Flannel board

SKILLS	TEACHING PROCEDURES
Numerous suggestions have been made to show various skills which may be developed through use of "The Three Bears." It is not expected that all lessons necessarily will be used or needed.	Show a picture of the three bears. Ask pupils to tell which member of the family each animal represe Provide an opportunity for those who know the story to tell about i Read the story. Allow pupils to express their ideas about the story. Ask: "Who visited the bears' house? What did she do first; second; third? Do you remember the words the bears said when they found chairs; beds? How did each bear sound? How did the story end?" Discuss whether the story could really happen or whether the sto one? Ask: "Can bears talk? Do they wear clothes or live in a house?"
Reviewing Concepts from a Story	Use the story to re-evaluate listening. Ask: "Who was in the bear family?" Have the pupils place cut-outs on the flannel board in the proper s Help pupils count the bears. Let several pupils name and count the bears independently. Proceed in like manner with the bowls of porridge, chairs, and be Have pupils tell what each bear said about his bowl, chair, and be Encourage children to make their voices sound like the bears'.

CHING PROCEDURES	MATERIALS
s. of the family each animal represents. who know the story to tell about it. eas about the story. ouse? cond; third? rds the bears said when they found their porridge bowls; ? ld really happen or whether the story is a make-believe ive in a house?" tening. ly?" n the flannel board in the proper sequence, as listed. unt the bears independently. e bowls of porridge, chairs, and beds. said about his bowl, chair, and bed. eir voices sound like the bears'.	Flannel cut-outs of the three bears three bowls three chairs three beds Flannel board

SKILLS	TEACHING PROCEDURES
Building Vocabulary to Verbalize Concepts	Place cut-outs of the three bears on the blackboard ledge. Place the three bowls, chairs, and beds in the bottom pocket of the po Have children place the cut-out of the father bear in the top pocket of Have children move like and repeat speeches of the father bear. Help children use descriptive words characterizing the father bear's ment. Use words, such as: heavy, gruff, big, roaring; heavy, loud, stompi Follow a similar line using the mother and baby bears. Use words to characterize Mother Bear's voice and footsteps: ki light, soft. Use words to characterize Baby Bear's voice and footsteps: soft, squeaky; running. Check the ability to organize facts learned through listening. Have pupils select Father Bear's bowl, chair, and bed. Encourage children to use descriptive words and comparative phras these: biggest, largest, bigger than, larger than, biggest of Proceed in like manner with cut-out objects of Mother Bear and B
Following Directions to Clarify and Review Concepts	Place three bowls of different sizes on a table. Place a big, a medium, and a small chair in another part of the class Use chairs to make beds in the bedroom of the three bears. Give directions, such as: "Walk to the bears' kitchen. Find the biggest bowl. Tell whose bowl it is. Use Father Bear's voice and tell what he said."

EACHING PROCEDURES	MATERIALS
ears on the blackboard ledge. s, and beds in the bottom pocket of the pocket chart. out of the father bear in the top pocket of the chart. repeat speeches of the father bear. e words characterizing the father bear's speech and move- gruff, big, roaring; heavy, loud, stomping. he mother and baby bears. Mother Bear's voice and footsteps: kind, sweet, gentle; Baby Bear's voice and footsteps: soft, high, little, tiny, e facts learned through listening. r Bear's bowl, chair, and bed. e descriptive words and comparative phrases characterizing est, bigger than, larger than, biggest of all, largest of all. vith cut-out objects of Mother Bear and Baby Bear.	Cut-outs of three bears three bowls three chairs three beds Pocket chart
nt sizes on a table. a small chair in another part of the classroom. the bedroom of the three bears. hen. and tell what he said."	Three bowls big medium small Table Nine chairs three big three medium three small

SKILLS

TEACHING PROCEDURES

Go into the living room.
Find the smallest chair.
Use Baby Bear's voice, and tell what he said.

Lie in Baby Bear's bed.

Look in Baby Bear's bed, and say what Baby Bear said.

Building Vocabulary

Use transparencies and an overhead projector.

Show a picture or pictures of baby bears.
Guide a discussion about the activities of the bears as indicated by asking:
  How many bears do you see?
  Tell what one bear is doing; the other.
  What do you think is in the basket?
Use pictures and ask questions to help pupils understand the following
  plump, clumsy, playful, furry.
Ask questions which will provide an opportunity for pupils to supp
  already know them.
  Why do you think the bear is trying to open the picnic basket?
  How do you think he feels?
  How do you know the bears really get enough to eat?
  Why do you think the bear is having such a hard time opening
  What makes you think the bears are playful?
  How would the bears feel if you touched them?
Let pupils feel a piece of fur to further establish the idea of "furry."
Encourage pupils to tell the kind of bear which they feel like.
Have a child pantomime being that kind of bear.
Be sure the pantomime reflects one of the new words.

ING PROCEDURES

what he said.

y what Baby Bear said.

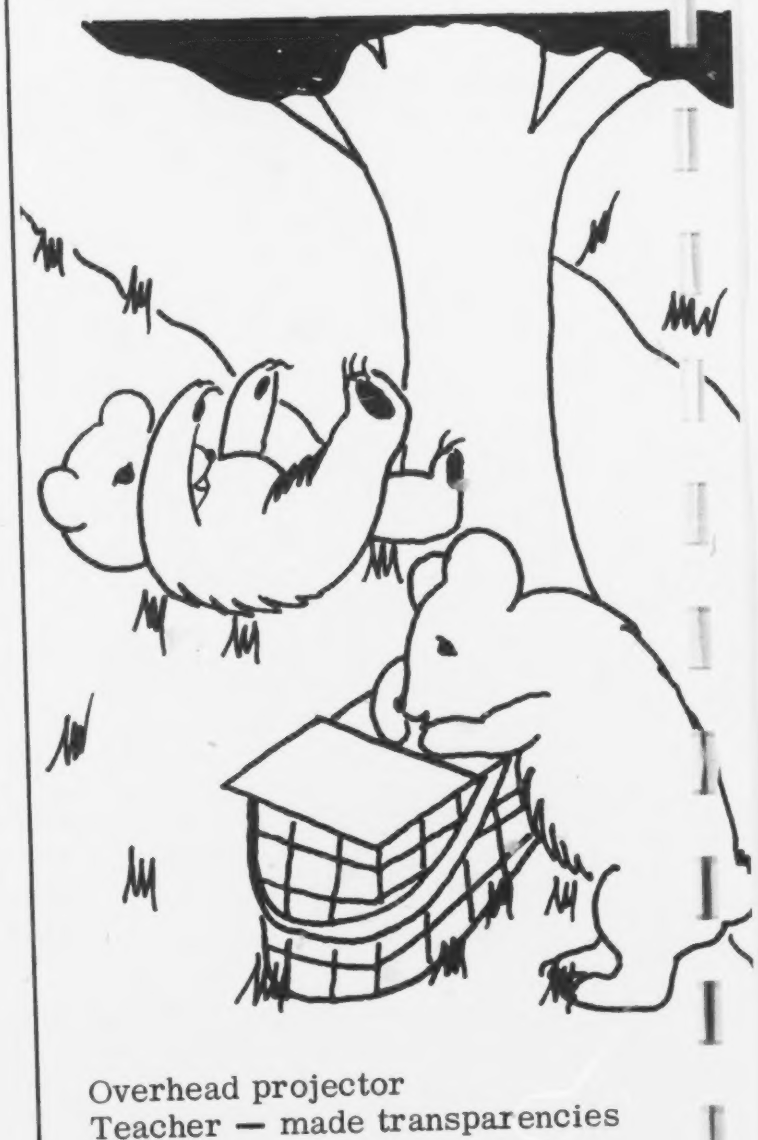
projector.

by bears.
ctivities of the bears as indicated by the pictures by

ee?
ng; the other.
e basket?
o help pupils understand the following words: hungry,
ry.
de an opportunity for pupils to supply words if they

r is trying to open the picnic basket?
?
rs really get enough to eat?
r is having such a hard time opening the basket?
bears are playful?
if you touched them?
further establish the idea of "furry."
d of bear which they feel like.
hat kind of bear.
one of the new words.

MATERIALS



Overhead projector
Teacher — made transparencies

Piece of fur

SKILLS	TEACHING PROCEDURES
	Show a picture of a thick forest. Associate the following words with the picture: dark, thick, l cool. Let a group of taller children raise arms to pretend to be trees Have a small child stoop down in the middle of "the forest." Use the experience to help make the terms listed above more co Show a picture of a cottage. Use discussion to help pupils build an understanding of the small, quiet. Give simple sentences which could begin the story of "The Thre Once upon a time there were three furry bears. They li cottage in the middle of a thick forest. Repeat the first sentence. Ask children how the bears looked. Elicit the word furry. Continue in the same way helping children to identify the wor cottage and the forest. Guide pupils in realizing that interesting words help to make a s Encourage pupils to listen for and use words that help make st and colorful.

EACHING PROCEDURES

st.
is with the picture: dark, thick, lonely, quiet, shady,

raise arms to pretend to be trees in the forest.
n in the middle of "the forest."
ake the terms listed above more concrete.

ils build an understanding of the words: pretty, neat,

could begin the story of "The Three Bears."

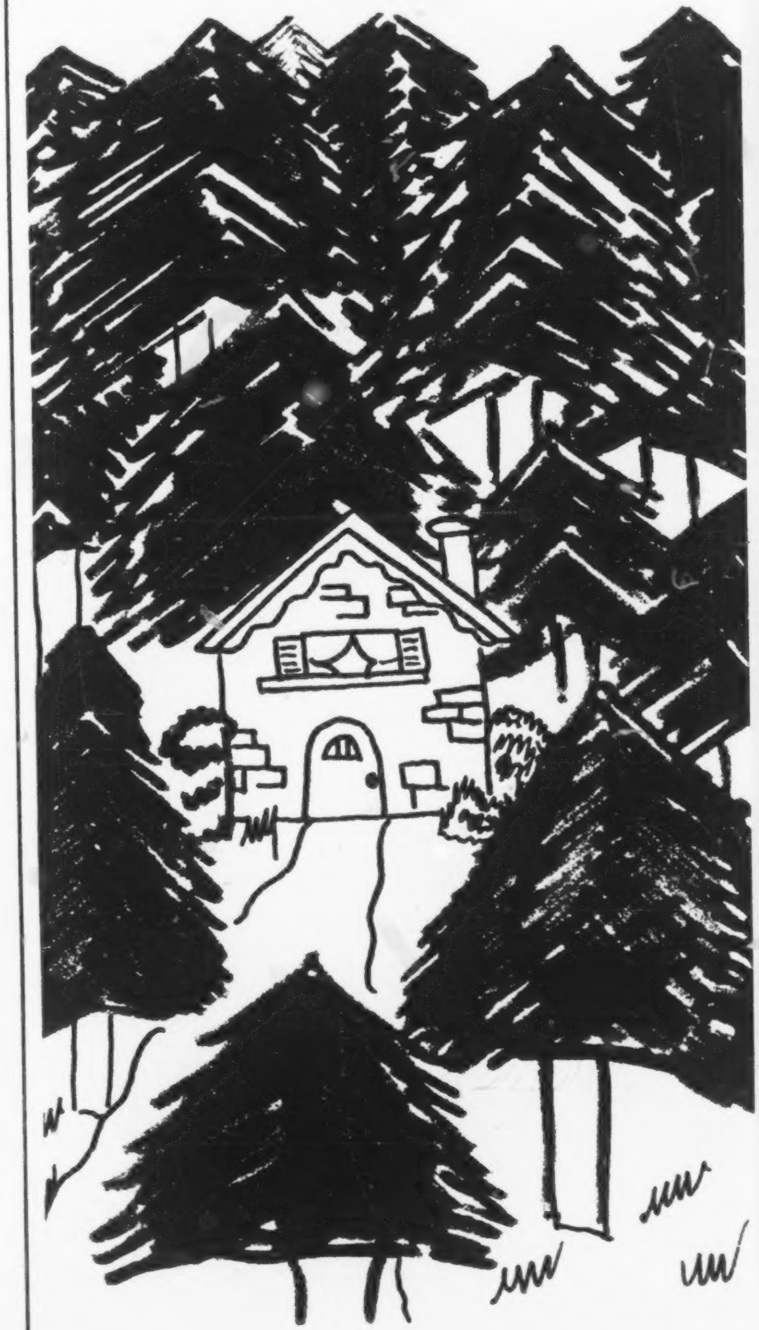
were three furry bears. They lived in a pretty little
k forest.

ooked.

helping children to identify the words that describe the

interesting words help to make a story good.
or and use words that help make stories more exciting

MATERIALS



SKILLS	TEACHING PROCEDURES
Following Sequence Accurately	Show sequential pictures from the story of "The Three Bears." Check careful listening by having children tell just the part each p Let several children tell the whole story independently. Ask: "Did each child tell the part shown in the picture? Did the children retell the whole story accurately?"
Interpreting the Story	Let a child or group of children portray characters in various situ Father Bear stomping through the woods Father Bear calling Baby Bear Goldilocks when she saw the porridge Allow members of the class to identify the characters through thei Select a storyteller and children to act out the whole story. Evaluate pupils' ability to: interpret the story line inject speaking parts recall sequence and events and keep story line moving respond with spontaneity to the words of others
Building Vocabulary and Concepts about Our School	Use trips. Take pupils on trips in the classroom, to the office, to the heal look and listen to learn. Give correct names of objects and indicate use. Say: "This is the teacher's desk. This is where she writes. and paper." "This is the cloakroom (closet). We hang our coats on th boots or rubbers neatly on the floor under our coats."

EACHING PROCEDURES

n the story of "The Three Bears."
aving children tell just the part each picture tells.
whole story independently.
e part shown in the picture?
l the whole story accurately?"

ren portray characters in various situations, as:
rough the woods
Bear
the porridge
to identify the characters through their words and actions.
lren to act out the whole story.

ts and keep story line moving
to the words of others

the classroom, to the office, to the health room, where they
n.
bjects and indicate use.
er's desk. This is where she writes. See her pen, pencils,

room (closet). We hang our coats on these hooks. We place
eatly on the floor under our coats."

MATERIALS

Pictures:
- bears in woods
- Goldilocks eating porridge
- Goldilocks near broken chair
- Goldilocks asleep in Baby Bear's bed
- bears looking at Baby Bear's bowl, chair, bed
- Goldilocks running from cottage

SKILLS	TEACHING PROCEDURES
	Show centers in the room for work and play. Name items for pupil use found in the centers. Explain that pupils will learn more about centers as they beg Give correct titles and meaningful explanations of work. Say, for example: "This is the principal Mrs. Brown. M of the whole building—all of the teach She helps us do our jobs." "This is Mrs.________. She helps th in the office. She uses this typewriter. Take pupils to the health room. Make comments, as: "Here is our school nurse Mrs.____ the doctor. She uses this scale to find She can also tell how tall we are. S chart to find out how well children can Ask the nurse to explain how and why shots are given. Allow pupils, when they return to the classroom, to discuss equipment seen.
	Use objects.
Associating a Color with Its Color Word	Display a number of red objects. Help pupils to identify each object. Encourage pupils to speak in complete sentences. Help pupils to notice that all the objects are about the same c Tell pupils the color of one object. Present a red box, bag, or wagon.

TEACHING PROCEDURES

e room for work and play.
pil use found in the centers.
will learn more about centers as they begin to use them.

and meaningful explanations of work.
"This is the principal Mrs. Brown. Mrs. Brown is in charge of the whole building—all of the teachers, all of the children. She helps us do our jobs."

"This is Mrs.________. She helps the principal do her work in the office. She uses this typewriter."

ealth room.
s: "Here is our school nurse Mrs.______. Mrs.______ helps the doctor. She uses this scale to find out how much we weigh. She can also tell how tall we are. Sometimes she uses this chart to find out how well children can see."
plain how and why shots are given.
they return to the classroom, to discuss persons, services, and

f red objects.
tify each object.
o speak in complete sentences.
e that all the objects are about the same color.
r of one object.
bag, or wagon.

MATERIALS

Red objects, such as:
- ball
- paper
- crayons
- pencils
- blocks
- rhythm sticks
- toy car

SKILLS

TEACHING PROCEDURES

Have pupils tell its color.

Ask pupils to pretend that they are going to Grandmother's
pretty.

Guide the activity by saying:

"I am going to Grandmother's house.
I will take my red boat."

Place the red boat in the red wagon, box, or bag.

Play a short portion of walking music and pretend to go to
red boat.

Permit pupils to speak and follow the same action placing
red wagon, box, or bag.

Let pupils look around the room and at their clothes to find

Place a cut-out of something red on a color chart to help
the new color with other objects of the same color.

Give children a piece of red crayon.

Let them draw something pretty.

Label the children's pictures being sure to use the color word

Allow several children to tell about their drawings.

Be sure children use the new color word and speak in

Use lessons similar to the two above to develop recognition

Perceiving Appropriate Relationships

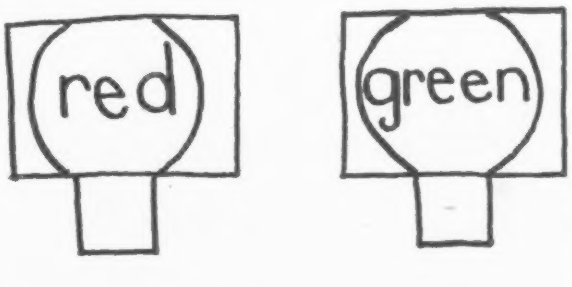
Use a story: Red Light Green Light.

Show two cards—one with a red circle, and one with a green

Help children identify the colors on each card.

Ask all children wearing something red to stand.

Ask all children wearing something green to stoop.

TEACHING PROCEDURES	MATERIALS
at they are going to Grandmother's to show her something ng: ndmother's house. boat." red wagon, box, or bag. walking music and pretend to go to Grandmother's with the	toy boat doll's clothing plastic flower plastic apple, cherry, strawberry plastic tomato Red wagon, box, or bag Record player and record
and follow the same action placing other red objects in the ag. e room and at their clothes to find other red things. ning red on a color chart to help pupils continue to associate er objects of the same color.	Red cut-out for color chart
red crayon. pretty. ures being sure to use the color word. tell about their drawings. new color word and speak in sentences.	Drawing paper Red crayon
o the two above to develop recognition of yellow and of green.	
en Light. h a red circle, and one with a green circle. e colors on each card. something red to stand. something green to stoop.	Cards with colored circles 

SKILLS	TEACHING PROCEDURES
	Read Red Light Green Light. Have pupils listen to find out what everything did on the red ligh Have children form a circle. Instruct them to march first, then skip, when green card is hel Instruct pupils to stop when the red card is held up. Provide music to help make activity more enjoyable.
Building Concepts and Vocabulary	Use objects and pictures. Show pictures of cars, traffic signal, patrol boy, and crossing Allow pupils to tell where they may have seen persons or ob sented. Give children appropriate names for items. Guide discussions about how each helps us to be safe. Display a policeman's badge and cap; patrol's belt; red, yello of the traffic light; and a teacher-made crosswalk. Place the crosswalk on the floor. Pin colors of the traffic signal on a child. Permit the children to wear symbols representing the policem Ask pupils to tell and show where each would be found. Take a Trip. Accompany children to the corner. Have children notice when the cars stop; go. Have a patrol boy demonstrate where and how he stands. Have the patrol show when he allows pupils to cross the street. Escort pupils across the crosswalk. Let pupils tell where the traffic guard stands. Ask pupils where the policeman would be.

EACHING PROCEDURES

ght.
out what everything did on the red light; on the green light.
cle.
irst, then skip, when green card is held up.
en the red card is held up.
ake activity more enjoyable.

raffic signal, patrol boy, and crossing guard.
ere they may have seen persons or objects as each is pre-

e names for items.
how each helps us to be safe.
adge and cap; patrol's belt; red, yellow, and green circles
nd a teacher-made crosswalk.
he floor.
signal on a child.
ear symbols representing the policeman and the patrol boy.
ow where each would be found.

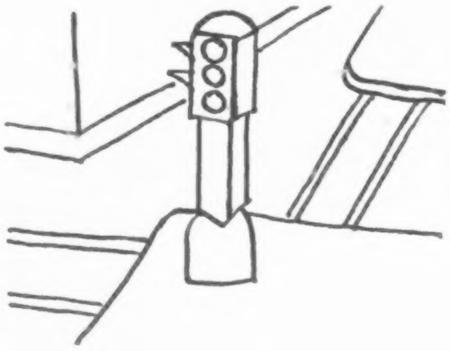
he corner.
en the cars stop; go.
strate where and how he stands.
en he allows pupils to cross the street.
crosswalk.
traffic guard stands.
liceman would be.

MATERIALS

MacDonald, Golden. Red Light Green Light. New York: Doubleday, 1944.

Record and record player or piano

Objects:
- policeman's badge and paper cap with removable lining
- patrol's belt
- red, yellow, and green circles for the traffic signal
- teacher-made crosswalk



Pictures:
- cars
- traffic signal
- patrol boy
- crossing guard.

SKILLS	TEACHING PROCEDURES
Participating in Dramatic Play	Encourage each child upon return to the classroom to tell on Allow pupils to role-play being patrol boys, traffic lights, and street.
Building Concepts for Top, Middle, and Bottom.	Give directions, such as: At the top is my head. In the middle is my trunk. At the bottom are my feet. Demonstrate moving hands from head to waist to toes, and permit Substitute the three words top, middle, bottom while continuing Place a cut-out of a doll on the flannel board. Have pupils tell and find what is at the top, middle, and bottom. Place the house on the flannel board. Ask: "What is at the top? What is in the middle? What is at the bottom?" Follow the same procedure using the flower, ice cream, and birth Place the frame on which to build a traffic signal on the flannel bo Ask pupils to place the colors on the traffic signals near the to the bottom of the traffic frame.
Using Concepts for Top, Middle, and Bottom.	• Place a red, a yellow, and a green circle on the flannel board one Direct pupils to find the red; yellow; green circle. Have pupils locate the circle on top; in the middle; at the bottom.

PROCEDURES

the classroom to tell one thing which he saw.
boys, traffic lights, and children crossing the

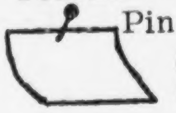
waist to toes, and permit pupils to imitate.
bottom while continuing the same movements.
oard.
p, middle, and bottom.

wer, ice cream, and birtnday cake.
ic signal on the flannel board.
raffic signals near the top, in the middle, near

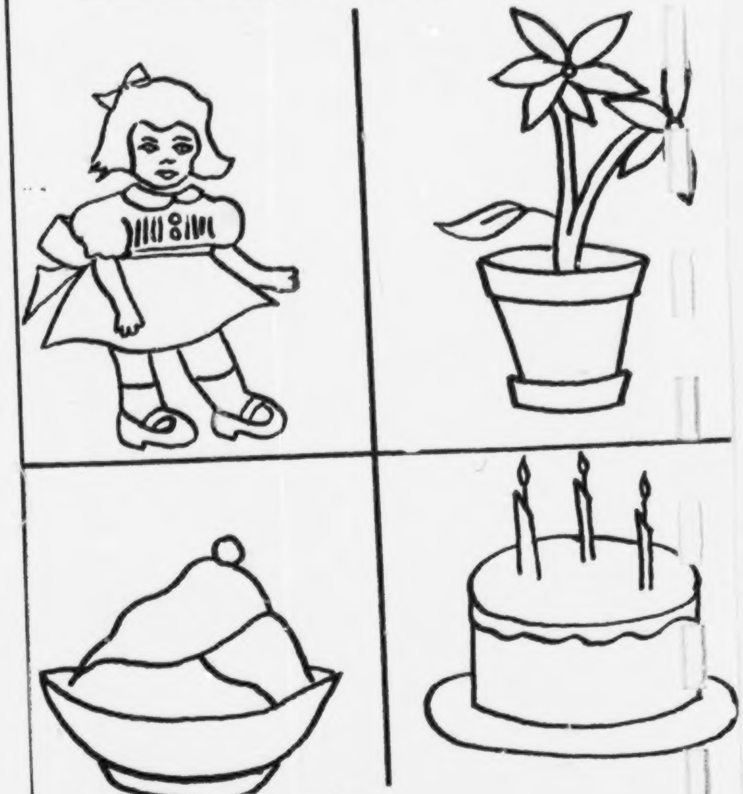
e on the flannel board one under the other.
een circle.
he middle; at the bottom.

MATERIALS

Cardboard traffic signals, or red and green circles to pin on children. (see note)
Patrol belts
Teacher-made crosswalk



Pin one circle on back of child and one on front. The child turns to change signals.



Flannel cut-outs:
  doll, house, flower, ice cream, birthday cake
Flannel traffic signal frame
Flannel circles of red, yellow, and green
Flannel board

SKILLS	TEACHING PROCEDURES
Enriching Listening Vocabulary Reviewing Skills in the Association of Colors and Color Words Matching Colors Following Directions	Have pupils paste three circles on their paper. Guide pupils in pasting the red circle at the top, the yellow ci the green circle at the bottom. Encourage pupils to explain what the lights mean. Use teacher-made devices. Give each child a red, green, or yellow airplane. Use an airplane to demonstrate action which pupils are to im Say: "I am a pilot. I fly an airplane. I fly it high in the sky." Fly plane over head. Say: "Now I'll bring it in for a landing." Lower airplane for landing. Suggest that all pupils pretend to be pilots. Give directions, such as: "All pilots with red planes, fly them high in the sky. Now bring them in for a landing." Repeat directions for pilots of green and yellow planes. Place the three hangars on the chalkboard ledge. Say: "Here's a garage for the airplane. It is called a hangar." Have pupils tell what color each hangar is. * Direct all girls with red airplanes to place them in the red h Direct boys with red airplanes to do the same. Allow pupils with green, then yellow planes to follow the sam Use other airplanes to introduce new colors as well as to rev

TEACHING PROCEDURES

e circles on their paper.
the red circle at the top, the yellow circle in the middle, and
he bottom.
plain what the lights mean.

.

green, or yellow airplane.
onstrate action which pupils are to imitate.

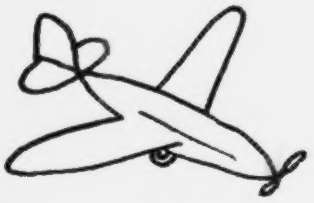
sky."

in for a landing."
ding.
pretend to be pilots.
s:
planes, fly them high in the sky.
for a landing."
ilots of green and yellow planes.
s on the chalkboard ledge.
for the airplane.
ngar."
olor each hangar is.
d airplanes to place them in the red hangar.
rplanes to do the same.
, then yellow planes to follow the same procedure.

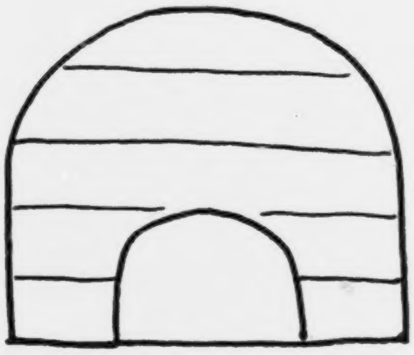
introduce new colors as well as to review known ones.

MATERIALS

Paper airplanes:
red
yellow
green



Pocket charts made in the shape of hangars to match airplanes



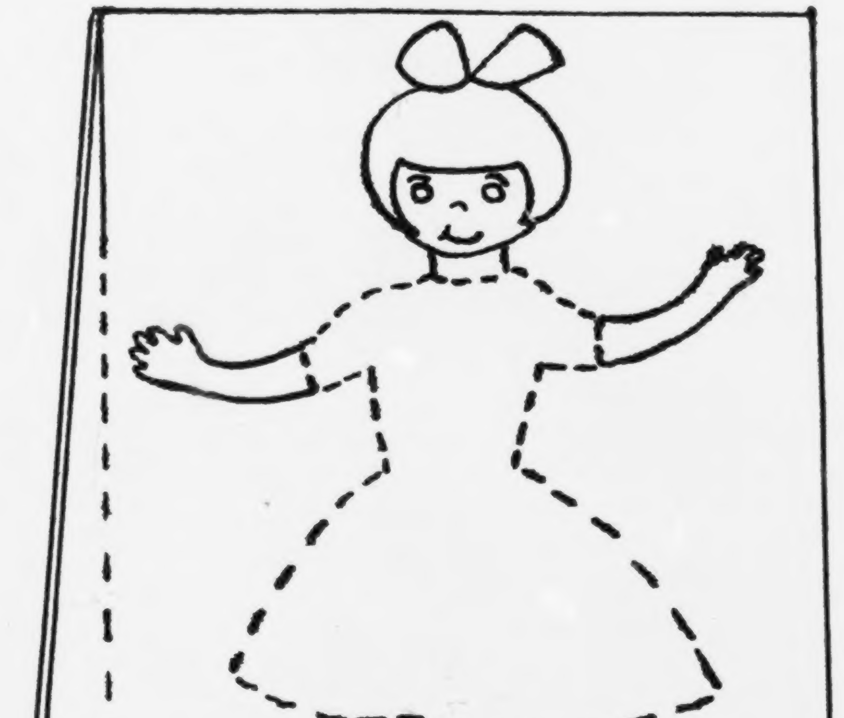
SKILLS	TEACHING PROCEDURES
	* Give pupils swatches of paper of different colors. Show and name one color at a time. Ask pupils to show that they recognize the color by holding up naming it, also. Display "Dress-Me-Dolls." Allow pupils to insert sheets of construction paper in order to c ent outfits. Ask each child, as he dresses a doll, to tell what color dres wearing.
Discovering ourselves	Use a rhyme: "One and Two." Say the fingerplay "One and Two." Repeat the fingerplay permitting pupils to participate in the acti Ask pupils to recall things of which there is only one: head, nos Ask pupils to recall things of which there are two: eyes, ear shoulders. Tell pupils that we can call two things which are alike a pair. Set the pattern by referring to a pair of eyes. Let pupils refer to other pairs indicated in the fingerplay. Ask pupils to look at neighbors to discover other pairs. Help pupils discover arms, legs, hands, wrists, elbows, ankles, eyebrows, eyelashes.
	Use objects. * Place pairs on a table. Allow pupils to identify objects. Ask pupils to find something for hands; feet; ears. Ask children how they would buy these things at the store. Guide pupils to use the words a pair of.

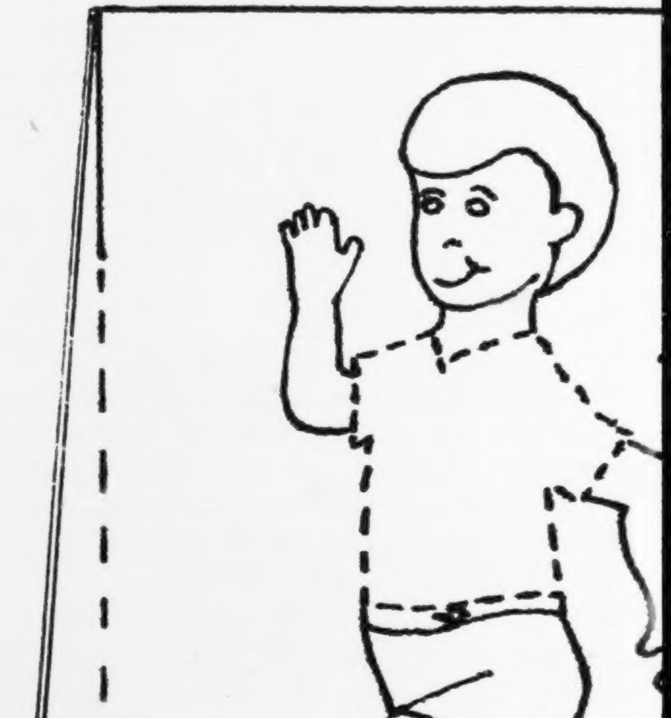
(c

EACHING PROCEDURES	MATERIALS
per of different colors. t a time. ney recognize the color by holding up the proper color and	Envelopes with swatches of the colors being reviewed
" ts of construction paper in order to dress dolls in differ- resses a doll, to tell what color dress or shirt the doll is	A boy "Dress-Me-Doll" A girl "Dress-Me-Doll" (See instructions for making on p. 17.) Sheets of construction paper representing the eight basic colors
"	Scott, Louise Binder and Thompson, J. J. Rhymes for Fingers and Flannelboards. St. Louis: Webster Publishing Co., 1960. p. 50.
d Two." nitting pupils to participate in the action indicated. s of which there is only one: head, nose, chin, neck, chest. gs of which there are two: eyes, ears, feet, arms, legs, ll two things which are alike a pair. ng to a pair of eyes. pairs indicated in the fingerplay. hbors to discover other pairs. , legs, hands, wrists, elbows, ankles, knees, lips, nostrils,	
bjects. ing for hands; feet; ears. uld buy these things at the store. ords a pair of.	Several pairs of real or doll items: shoes stockings socks boots galoshes rubbers

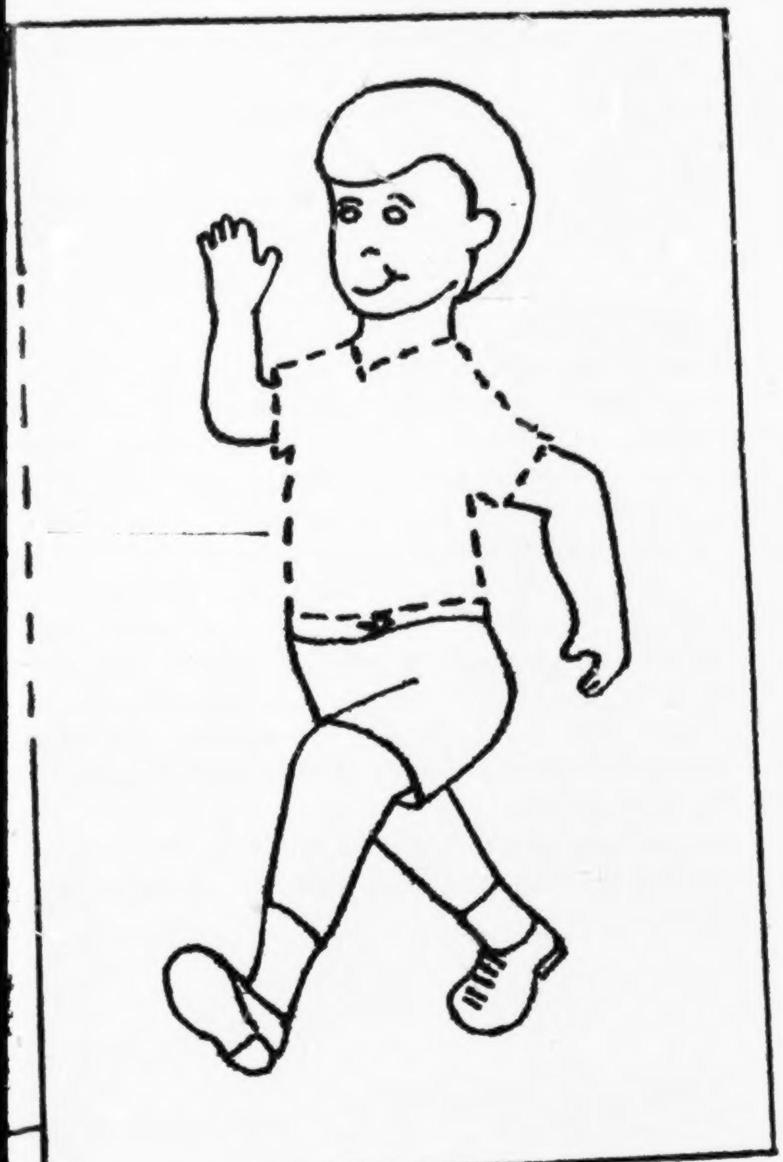
(continued on page 18)

SKILLS	TEACHING PROCEDURES





HING PROCEDURES



MATERIALS

Materials for Dolls

2 sheets of heavy construction paper
2 sheets of cardboard
sheets of colored construction paper for insert
Masking tape

Directions for Making Dolls

Draw dolls to desired measurements on pieces of heavy construction paper.

Cut out the dress or shirt part of the doll.

Paste the construction paper on heavy cardboard leaving a slit large enough to insert colored sheets of paper behind the doll's dress or doll's shirt.

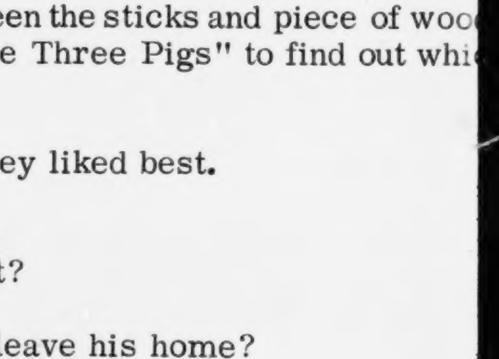
To enable dolls to stand, tape an extra sheet of cardboard to the top.

SKILLS	TEACHING PROCEDURES
	Ask: "How many shoes are in a pair of shoes; stockings; boots?" Have children tell why we need two. Help children notice that pairs are the same size and color. Scramble objects. Have pupils find pairs that belong together.
Developing Concepts about the Family	Use a story: This Is My Family. Read This Is My Family. Ask pupils to tell what two families were in the story. Help pupils understand that only dogs are in the dog family; peopl Let pupils identify and point out the mother, father, sister, and bro Help pupils notice that they look as though they enjoy being togethe Place flannel cut-outs of the family on the flannelboard. Ask children to tell about and find the men in the family. * Ask children to group the women; children; parents. Let several pupils tell about the members of their families. Guide pupils to tell first about parents and then about children. Show pictures of big families and of little families. Let children find those that are big; those that are little. Let several children tell whether their families are big or small, an to name the members. Have pupils draw pictures of their families. Label the pictures for the children with the words, My Family.

EACHING PROCEDURES	MATERIALS
are in a pair of shoes; stockings; boots?" e need two. pairs are the same size and color.	gloves mittens ear muffs earrings
at belong together.	
mily.	Fehr, Howard F. This Is My Family. New York: Holt, Rinehart and Winston, 1963.
.	
vo families were in the story. hat only dogs are in the dog family; people are in our family. oint out the mother, father, sister, and brother in the family. hey look as though they enjoy being together. f the family on the flannelboard. t and find the men in the family. e women; children; parents. bout the members of their families.	Flannel cut-outs members of a or family Flannel board Family puppets Family figures available through class 41
about parents and then about children. ilies and of little families. hat are big; those that are little.	Pictures: big family little family
whether their families are big or small, and ask the children s.	
es of their families. e children with the words, My Family.	Drawing paper Crayons

SKILLS	TEACHING PROCEDURES
	Use a role-playing situation. Let two pupils dress up like Mother and Father. Have each child tell who he is. Suggest that pupils pretend that the children in the family ar Let Mother and Father go for a walk around the room. Have children remove dress-up clothes before continuing les Suggest that often Mother and Father enjoy going out togethe is busy at home. Display items which Mother or Father would be likely to u the house. Help pupils identify the items. Encourage the use of complete sentences. Pretend to be Mother. * Select an item which Mother would probably use, ident Mother would use the item. Allow pupils to be either Father or Mother and to follow the
Developing the Concept of Sharing Responsibilities	Use a teacher-made picture chart. Display a chart showing numerous pictures in which childre hold chores. Have children study the pictures to see if they see anyon they can do, also. Have pupils tell and show ways in which they help at home, I can put knives and forks on the table. I help to carry packages from the store. I can put my toys away. I can help dust. I like to help put the groceries away.

TEACHING PROCEDURES	MATERIALS
tion. up like Mother and Father. vho he is. retend that the children in the family are visiting friends. er go for a walk around the room. e dress-up clothes before continuing lesson.	Dress-up clothing brought by children, such as: hats for Mother and Father high-heeled shoes bag and gloves for Mother
other and Father enjoy going out together, but many times each Mother or Father would be likely to use when working around he items. complete sentences. r. ch Mother would probably use, identify it, tell and show how the item. ther Father or Mother and to follow the same pattern.	Broom Iron Sweeper Paint Brush Hammer (Plastic) Ladder Saw (Plastic) Dish towel Dishes Screw Driver
ture chart. ving numerous pictures in which children are helping with house- v the pictures to see if they see anyone doing something which .	Teacher-made chart with commercial pictures of children at work
show ways in which they help at home, as: es and forks on the table. y packages from the store. oys away. t. put the groceries away.	Objects, such as: blocks or several light boxes

SKILLS	TEACHING PROCEDURES
	Help children understand that it is important for everyone to do his one will have too much to do. Make the idea concrete by asking one child to carry a number of obj room. Allow several children to do the same job. Help pupils understand the words heavy and light as referred to weigh Ask the children which job was easier, and why.
Enjoying a Story	Use a story: "The Three Pigs." Provide opportunity for the pupils to examine a small bundle of straw a piece of wood, and a brick. Encourage pupils to tell where they have seen such objects. Help pupils name the materials. Help pupils discover the similarity between the sticks and piece of woo Ask children to listen to the story of "The Three Pigs" to find out whi safest house. Present the story. Ask pupils to tell the part of the story they liked best. Ask: "What animal tried to eat the pigs? Of what was each pig's house built? Which house was strongest? Why did the wolf invite the pig to leave his home? How did the story end? Could the story really have happened?" 

TEACHING PROCEDURES

stand that it is important for everyone to do his part so that no
nuch to do.
rete by asking one child to carry a number of objects across the

en to do the same job.
nd the words heavy and light as referred to weight.
ch job was easier, and why.

e Pigs."

for the pupils to examine a small bundle of straw, some sticks,
and a brick.
tell where they have seen such objects.
e materials.
r the similarity between the sticks and piece of wood.
n to the story of "The Three Pigs" to find out which pig built the

e part of the story they liked best.

tried to eat the pigs?
each pig's house built?
was strongest?
volf invite the pig to leave his home?
story end?
ry really have happened?"

MATERIALS

Story of "The Three Pigs" or
filmstrip 829

A small bundle of straw
Some sticks
A piece of wood
A brick

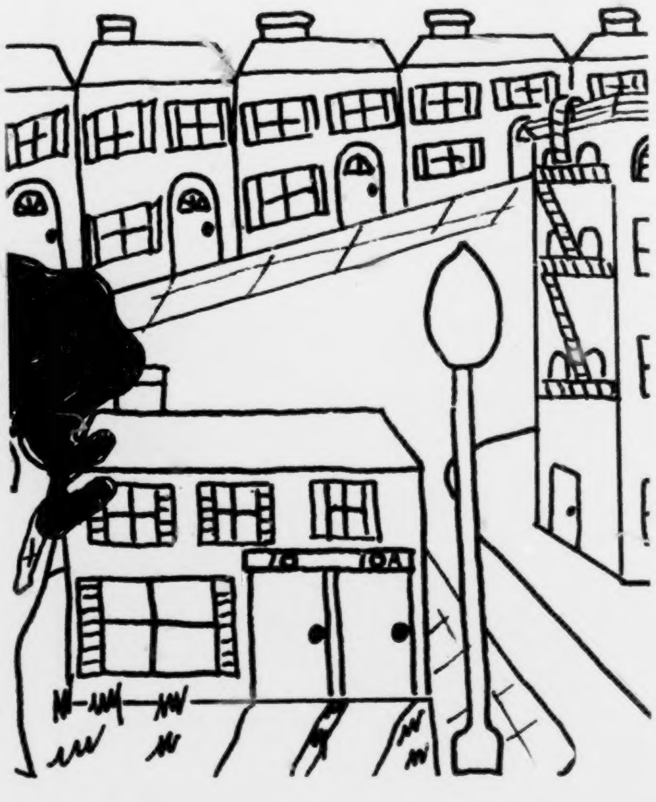
SKILLS	TEACHING PROCEDURES
Building Concepts and Vocabulary Pertaining to Homes.	Use pictures. Show pictures of different kinds of houses. Ask children to see if they can find a house which looks som Allow pupils to tell why the pictured house reminds them of Encourage children to notice similarities in size, color, or Ask children to notice how some houses make a line because each other and are fastened together. Tell pupils these are row houses. Allow pupils living in row houses to stand. Ask them to "be" a row of houses. Ask the rest of the class: "Which 'houses' really look like ho Show pupils an apartment house. Ask the children why apartment houses are often very large. Help a child who lives in such a building explain how he gets t ment house. Help the children understand that each family has its own apartment building. Encourage anyone who has been in a duplex apartment to tell w • Have pupils compare the sizes of the two apartment buildings. Have pupils tell which apartment building would probably have Have children compare the size of the smaller apartment hous house. Help pupils learn a new meaning for the word story. Help pupils use windows to count the number of stories in diff there are pictures. Count the stories in the large apartment building for children.

ACHING PROCEDURES

nds of houses.
can find a house which looks something like their house.
pictured house reminds them of their house.
similarities in size, color, or building material.
ome houses make a line because they stand right next to
ned together.
ouses.
ouses to stand.
ouses.
Which 'houses' really look like houses?"
use.
nent houses are often very large.
ch a building explain how he gets to his part of the apart-
nd that each family has its own part or apartment in the
een in a duplex apartment to tell where each family lives.
es of the two apartment buildings.
ment building would probably have more families.
size of the smaller apartment house with a two-story row
ning for the word story.
count the number of stories in different houses for which
ge apartment building for children.

MATERIALS

Commercial pictures or teacher-made drawings of houses represented in the neighborhood.
- apartment house
- duplex
- row houses



SKILLS	TEACHING PROCEDURES

Ask pupils to look at their homes to find the number of stories.
Help pupils to use expressions, as:

My house has three stories.

I live in an apartment house.
It has many stories.

Adapt the lesson to fit the kinds of homes in the neighborhood of

Take a trip.

Take pupils for a walk around the block.
Ask pupils to look at the buildings to see if they can tell the mate buildings.
Ask pupils to look for row houses and apartment buildings.
Ask children to notice the colors of different houses.
Have pupils notice different buildings and the number of stories in e
Return to school.
Ask each child to tell something about the material, color, or siz seen.
Ask pupils to take a good look at their own homes when they go hom draw a picture.

Use a doll house.

Let pupils examine a doll house or a representation to determine w a house.
Help pupils locate the biggest room and the smallest room.
* Guide pupils in finding the living room, dining room, bedroom, ki room and in calling each by its proper name.
Display several pieces of furniture for each room.
Provide opportunity for pupils to identify furnishings which they kn

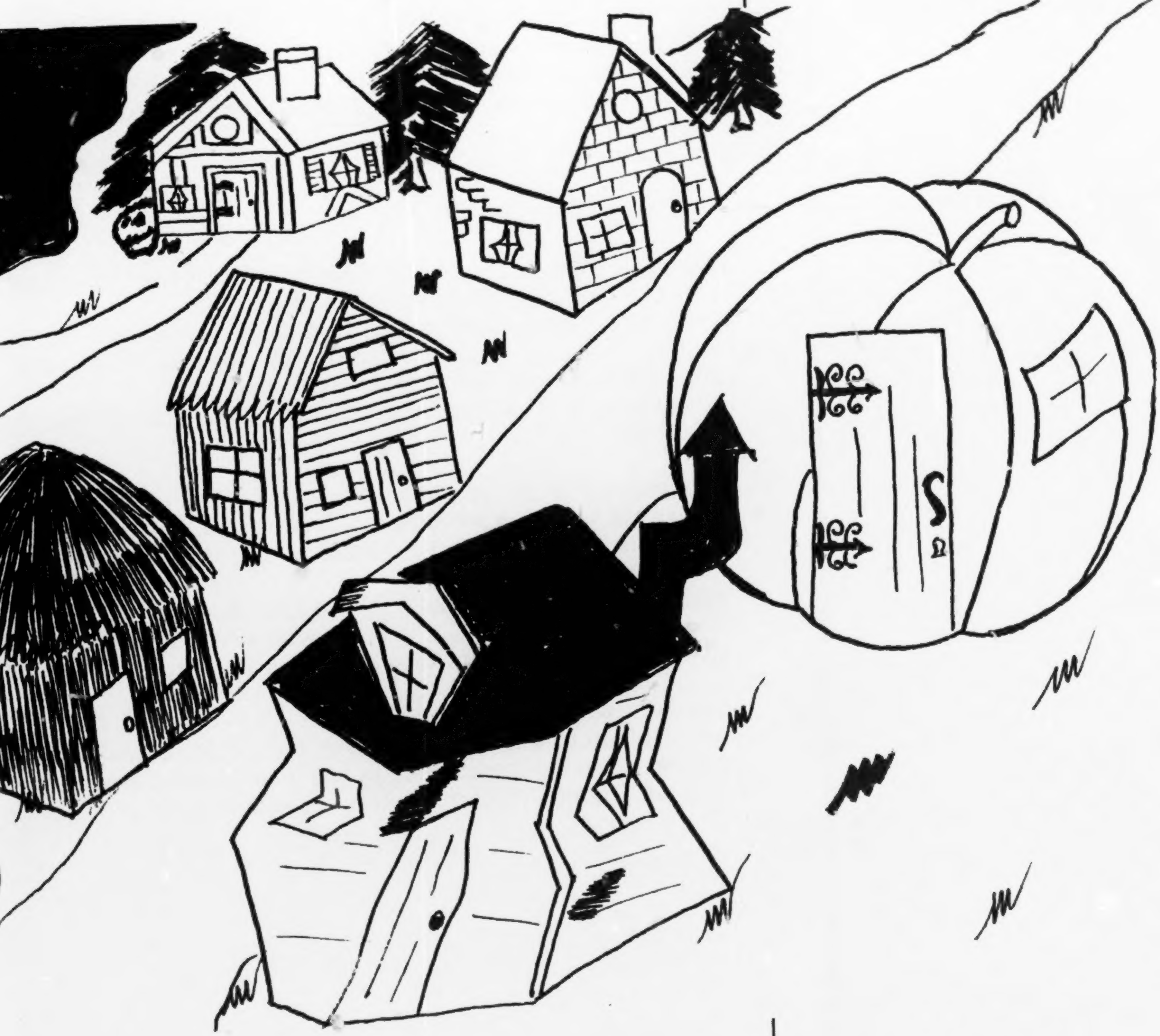
CHING PROCEDURES	MATERIALS
nes to find the number of stories. s, as: s. se. kinds of homes in the neighborhood of the school. l the block. ildings to see if they can tell the material used for the uses and apartment buildings. lors of different houses. uildings and the number of stories in each. thing about the material, color, or size of one building k at their own homes when they go home so that they can	
ouse or a representation to determine what rooms are in st room and the smallest room. living room, dining room, bedroom, kitchen, and bath- by its proper name. rniture for each room. ils to identify furnishings which they know.	A doll house or teacher-made representation of rooms in a house Dollhouse furniture or drawings of furniture and furnishings: sofa or couch arm chair coffee table floor lamp table lamp

SKILLS	TEACHING PROCEDURES
	Give the names of pieces of furniture which the children cannot ide Help pupils decide in which rooms the pieces of furniture belong. Allow children to explain how different members of the family might u
Enjoying Literature	Use stories and rhymes. Tell pupils that some of our friends in storyland live in very intere some live in very funny kinds of homes. Ask pupils to tell about the family in each house after the homes hav Display a cottage in the forest similar to that occupied by the Three Ask: "Who might have lived in this cottage?" Encourage the children to use the word cottage and descriptive speak. Show straw, stick, and brick houses. * Ask pupils to associate these houses with appropriate storybook ch Let pupils tell whether they'd like to live in one of these houses. Display a picture of a big high-top-shoe house. Read the rhyme "The Old Woman Who Lived in a Shoe." Have children tell about this home and family. Present a pumpkin house. Ask children to tell how they know this is not a real house. Give children an opportunity to tell who lived in a pumpkin house. Read the rhyme, "Peter, Peter, Pumpkin-Eater."

ACHING PROCEDURES	MATERIALS
furniture which the children cannot identify. rooms the pieces of furniture belong. different members of the family might use the furniture.	table dining room table and chairs wash basin and toilet bathtub kitchen sink and stove refrigerator kitchen table and chairs bed, dresser, and bureau
friends in storyland live in very interesting homes, and kinds of homes. amily in each house after the homes have been discussed.	Commercial or teacher-made pictures
est similar to that occupied by the Three Bears. d in this cottage?" use the word cottage and descriptive words when they	See the following page.
k houses. e houses with appropriate storybook characters. 'd like to live in one of these houses.	Teacher-made transparencies Overhead projector
gh-top-shoe house. oman Who Lived in a Shoe." s home and family.	Fairy tales and rhymes Refer to: Arbuthnot, May Hill, editor. The Arbuthnot Anthology of Children's Literature. Fair Lawn, New Jersey: Scott. Foresman and Co., 1961.
y know this is not a real house. y to tell who lived in a pumpkin house. eter, Pumpkin-Eater."	Rhymes Refer to: Field Enterprises Educational Corporation. Childcraft, The How and Why Library. Vol I, Chicago: 1964. pp. 38, 41.

SKILLS	TEACHING PROCEDURES

ACHING PROCEDURES	MATERIALS



SKILLS	TEACHING PROCEDURES

	Show a crooked house.
	Encourage pupils to discuss why the house is so funny.
	Read the rhyme about the crooked house.
	Tell stories with other interesting homes and families, such as:
	    Little Red Hen
	    Mr. Vinegar
	    Story of Ping
	    Hansel and Gretel
	Let children discuss which houses could have been real.

Following Directions	Use language games.
	Give simple, one-step directions, such as:
	    Bring a book from the desk.
	    Bring me the apple.
	    Run to the window.
	    Get the doll.
	    Put the toy car on the table.
	Vary by distributing a familiar object to each child.
	* Use a teacher-made tape to tell children what should be done wi
	Instruct pupils to watch the teacher's lips to follow whispered di
	    Say aloud: "Tom, close the_________________."
	    Whisper the word which belongs in the blank space.
	Play games, such as:
	    "Simon Says"
	    "Farmer and His Wheat"
	    "Punchinello"
	    "Go Round and Round the Playground"

TEACHING PROCEDURES	MATERIALS
iscuss why the house is so funny. the crooked house.	Public Schools of the District of Columbia, Catalogue of Audio-Visual Materials. Washington, D. C.: Board of Education, 1964.
r interesting homes and families, such as:	
tel	Filmstrips: 525 Little Red Hen 566 Mr. Vinegar 1446 Story of Ping 342 Hansel and Gretel
which houses could have been real.	Film: 825 Story about Ping
directions, such as: om the desk. pple. iow. on the table. familiar object to each child. ape to tell children what should be done with each object.	Plastic fruits Plastic forks and spoons Toys—cars, boat, plane, truck, ball Artificial flowers in various sizes and colors Small dolls Household items—toy furniture Teacher-made tape with simple, one-step directions. Tape recorder
ch the teacher's lips to follow whispered directions. om, close the ________________." ord which belongs in the blank space.	
lis Wheat" Round the Playground"	Public Schools of the District of Columbia. Elementary Physical Education Curriculum. Washington, D. C.: Board of Education, 1958.

SKILLS	TEACHING PROCEDURES
Answering Specific Questions	Instruct pupils to listen carefully in order to answer the quest Ask different children to answer a question, such as: What is your name? How old are you? What do you like to do at home? What do you like to do at school? To what school do you go? Who is your teacher? Provide role-playing situations. Create a situation, such as the following: A little girl or boy cannot find his way home from s knows, so he asks the policeman for help. The policeman asks two questions. What is your name? Where do you live? The lost child answers the two questions, and the polic Mother and Father had begun to worry. Now they policeman and their child. They thank the officer. Review the two questions which the policeman must ask. Tell the children that either question may be asked first so th to listen carefully. Allow children to act out parts. * Note pupils who will need individual help in answering questio If the child cannot answer the two questions, the policema to school where he must wait for his parents to come for him.

TEACHING PROCEDURES

refully in order to answer the question.

to answer a question, such as:
name?
you?
like to do at home?
like to do at school?
ol do you go?
teacher?

tions.

ch as the following:

oy cannot find his way home from school. He sees no one he
ks the policeman for help.
s two questions.
me?
ive?
vers the two questions, and the policeman takes him home.
r had begun to worry. Now they are very happy to see the
heir child. They thank the officer.

which the policeman must ask.
her question may be asked first so that the lost child will have

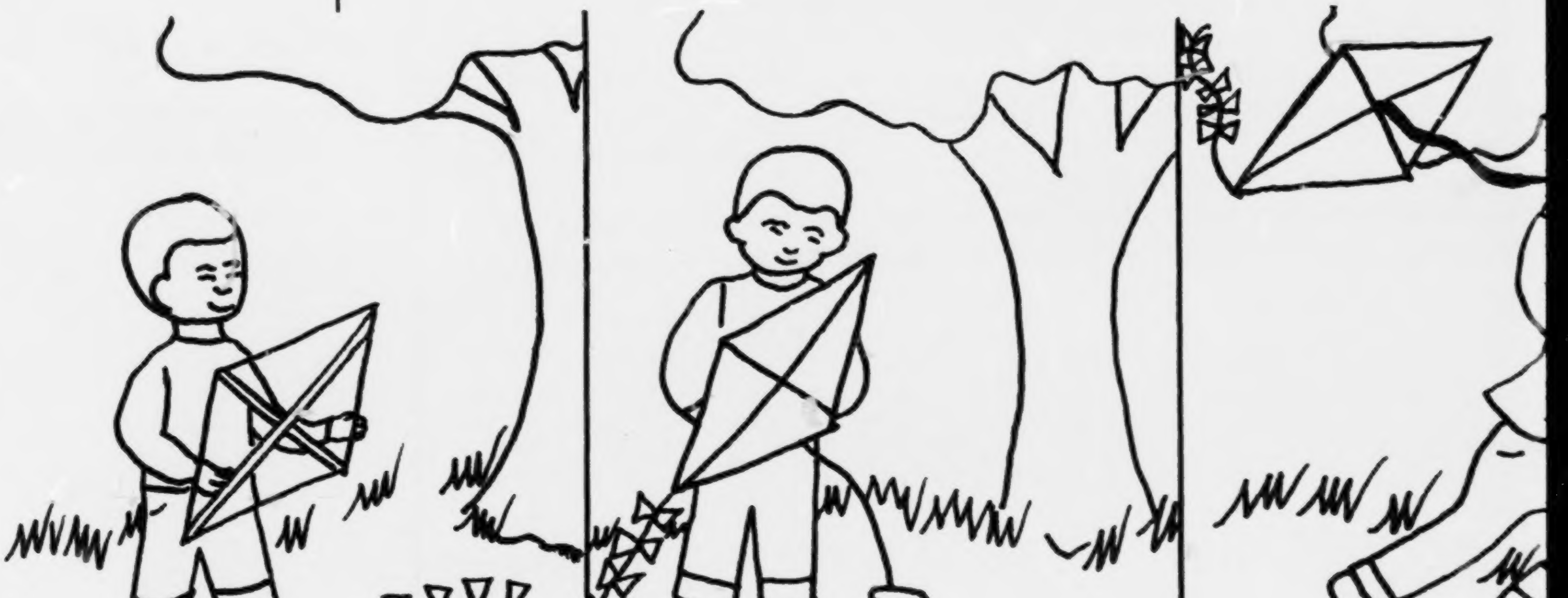
parts.
individual help in answering questions.

swer the two questions, the policeman can take him back
wait for his parents to come for him.

MATERIALS

Policeman's badge and cap made by
teacher or pupils
Apron for Mother
Newspaper for Father

SKILLS	TEACHING PROCEDURES
	Use sequence pictures: Place three or four pictures about a familiar story, poem, or situati chart or on the chalkboard ledge. Ask a specific question as: "What happened to the boy's caught in the tree?" Have children listen to the question and study the pictures. Have children select the picture that illustrates the answer to have them tell about it. "The kite was torn, broken . . ."

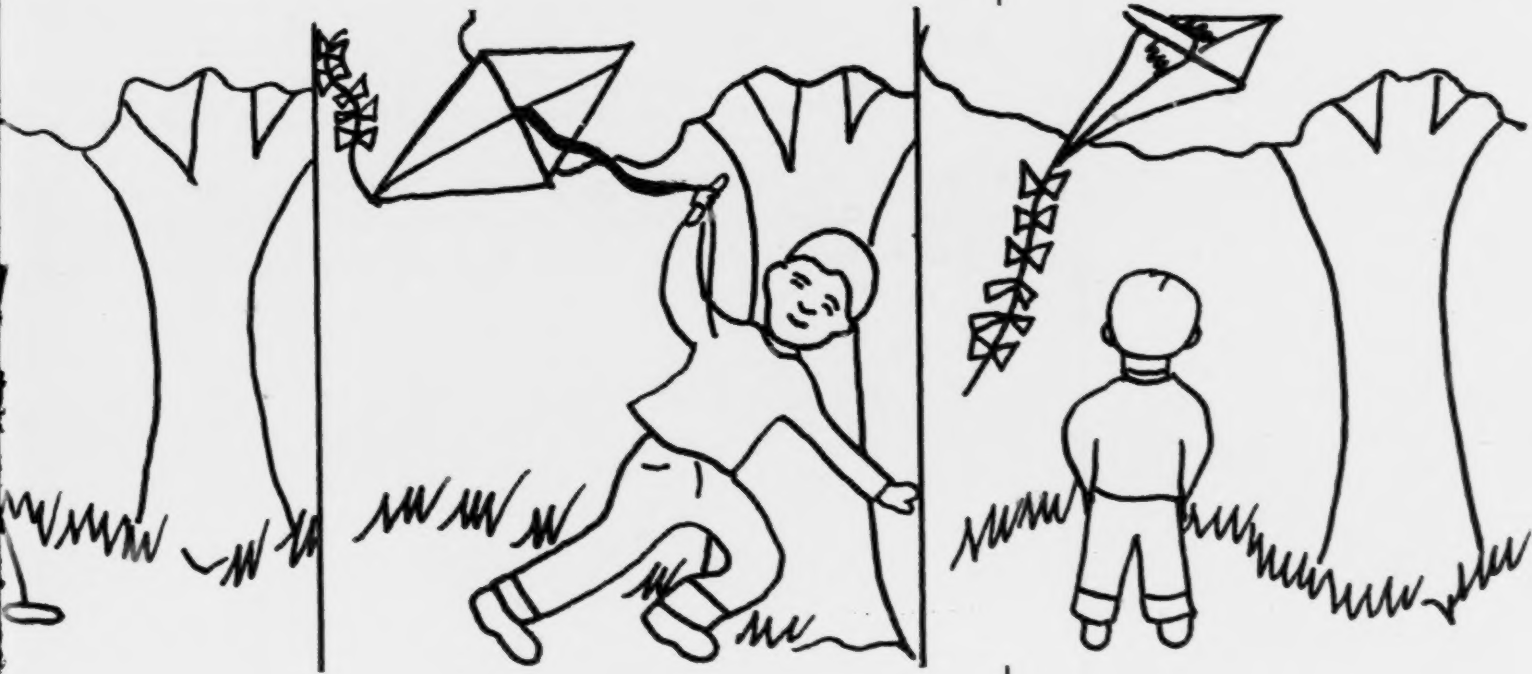


EACHING PROCEDURES

es about a familiar story, poem, or situation in the pocket
ard ledge.
estion as: "What happened to the boy's kite when it was
e?"
to the question and study the pictures.
t the picture that illustrates the answer to the question and
out it. "The kite was torn, broken ..."

MATERIALS

Pictures in sequence



SKILLS	TEACHING PROCEDURES
Developing Vocabulary about Clothes We Wear	Use doll clothing. Place a flannel cut-out of the sun on the flannel board. Ask: "When do we see the sun? Why don't we see the sun everyday? How do you feel when the sun is shining? What do you like to do?" Help children understand that sunny days may be warm cool or cold. Display flannel-backed paper doll clothing. * Show a picture of a beach scene. Ask: "Do you think this day is hot or cold? Why? Can you find something that you might wear on a * Help pupils select shorts, bathing suit, trunks, cool dre Give pupils words, such as: thin, short, cool. * Show pictures of children returning to school on a sunny Ask: "How do you know it is a little chilly?" Be sure pupils notice jackets or sweaters worn by childr Say: "Tell us when Mother asks you to wear a sweater. Help pupils understand that a winter coat would mak jacket or sweater is light-weight and just right for a * Show a picture depicting a sunny, but snowy day. Say: "Let's pretend we're out in the snow. It's cold and w Lead pupils to understand that clothing for winter is us

TEACHING PROCEDURES

t of the sun on the flannel board.
e the sun?
ee the sun everyday?
l when the sun is shining?
e to do?"
and that sunny days may be warm or hot, but they may also be

d paper doll clothing.
ach scene.
his day is hot or cold? Why?
mething that you might wear on a day like this?"
rts, bathing suit, trunks, cool dress or shirt.
ch as: thin, short, cool.

lren returning to school on a sunny, cool, fall day.
ow it is a little chilly?"
jackets or sweaters worn by children in the picture.
Mother asks you to wear a sweater."
nd that a winter coat would make them too warm, but that a
is light-weight and just right for a chilly day.

ing a sunny, but snowy day.
we're out in the snow. It's cold and wet. What are you wearing?"
stand that clothing for winter is usually heavy, warm, woolen.

MATERIALS

Flannel board
Flannel cut-out of the sun

Flannel-backed paperdoll clothing:
- bathing suit
- trunks
- sleeveless dress
- short-sleeved shirt or T-shirt
- snowsuit
- winter coat
- woolen scarf
- mittens
- boots
- woolen cap
- heavy pants

Picture of a sunny fall day with children in jackets and sweaters

Picture of a beach scene

Picture depicting a bright winter day with snow on the ground

SKILLS	TEACHING PROCEDURES
	Place a cut-out of the moon on the flannel board. Ask: "When do we see the moon? What does it tell us to do? * What clothes do we wear when we get ready for bed?" Provide opportunity for pupils to tell about and place nightwear on th *Ask children to pretend to pack a trunk. Say: "I will put in a bathing suit to wear when it is hot." Ask children to add other things following the same pattern.
Discovering Sounds We Make	Play the record Nothing to Do. (Side 2) Encourage the pupils to participate in the action designated by the recor Ask pupils to recall what they did with their hands. Help pupils with words, such as: clapped, tapped. Allow individual pupils to make other sounds with their hands or finger Encourage motions, such as: tripping fingers; swishing hands; poundin lap; snapping fingers; clapping with cupped hands. Describe sounds, when possible, to build listening vocabulary. Have the class repeat the new sounds with pupil. Follow the same procedure allowing pupils to make new sounds with the Encourage sounds made by stomping, shuffling, galloping, tripping. Give directions and lead pupils to: Let fingers trip lightly over desks like running fairies. Let fist pound on the desk to sound like footsteps of a giant. Let hands swish past each other like someone racing away. Let hands pound on laps to make a galloping horse sound. Let fingers snap like the tick tock of a clock.

TEACHING PROCEDURES	MATERIALS
on on the flannel board. he moon? s to do? wear when we get ready for bed?"	Flannel board Flannel cut-out of the moon
pupils to tell about and place nightwear on the flannel board.	Flannel-backed paperdoll clothing: pajamas gown robe slippers
o pack a trunk. ing suit to wear when it is hot." things following the same pattern.	Pocket chart shaped like a trunk Doll clothing
o Do. (Side 2) articipate in the action designated by the record. they did with their hands. uch as: clapped, tapped. make other sounds with their hands or fingers. as: tripping fingers; swishing hands; pounding on body, desk, clapping with cupped hands. ossible, to build listening vocabulary. new sounds with pupil. re allowing pupils to make new sounds with their feet. y stomping, shuffling, galloping, tripping. upils to: ghtly over desks like running fairies. he desk to sound like footsteps of a giant. ast each other like someone racing away. laps to make a galloping horse sound. ke the tick tock of a clock.	Nothing to Do. 78 rpm Children's Record Guild, New York.

SKILLS	TEACHING PROCEDURES
	Have children form a circle.
	Suggest that pupils: trip lightly like fairies stomp like giants shuffle like bears gallop like horses.
	Suggest that while at home pupils try to discover other interesti make with their bodies.
	Encourage children to try to think of things with sounds simila make.
	Tell pupils that we hear sounds that tell us to do something or
	* Play a tape on which sounds have been recorded, and use items sounds.
Interpreting Familiar Sounds	Sound the doorbell.
	Ask: "What does that sound ask Mother to do?"
	Allow several pupils to show the polite way of ringing a bell an response.
	Sound the telephone, and permit pupils to tell what this sound tel receiver up gently and answer.
	Have pupils close eyes and distinguish between the sound of th phone.
	Have pupils place heads on desks.
	Ask pupils to show what the next sound tells them to do.
	Let the alarm clock ring.
	Have a pupil who interpreted the sound correctly identify th sound and tell what its message was.
	Sound a policeman's whistle.
	Ask the children if they know of someone who uses a whistle to
	Blow a toy whistle.
	Ask pupils to tell which whistle tells them to stop right away.
	Help pupils understand that the policeman uses his whistle t street safely.

TEACHING PROCEDURES

e.

pupils try to discover other interesting sounds that they can

to think of things with sounds similar to the sounds they can

sounds that tell us to do something or that give us a message.
ds have been recorded, and use items to simulate the desired

nd ask Mother to do?"
how the polite way of ringing a bell and waiting patiently for a

ermit pupils to tell what this sound tells them to do—pick the
answer.
nd distinguish between the sound of the doorbell and the tele-

n desks.
he next sound tells them to do.

preted the sound correctly identify the object which made the
message was.
tle.
now of someone who uses a whistle to make such a sound.

histle tells them to stop right away.
that the policeman uses his whistle to help people cross the

MATERIALS

Tape with sounds
- doorbell
- telephone
- alarm clock
- siren
- bell (school)

Teletrainer or practice phones
Alarm clock
Whistles (for teacher's use)

or

Appropriate portions of
Pathways to Phonic Skills, Vol. 1
—LL3. 33-1/3 rpm. Audio Education, American Book Co.

SKILLS	TEACHING PROCEDURES
	Let pupils hear the sound of a siren. Help pupils understand that sounds like this warn us to get out o Say that they will hear a special bell sound which tells them it is to go home. Ask pupils to get on line when they hear that sound.
Identifying Familiar Sounds	Show and sound a series of familiar objects. Hide objects behind a barrier and sound each again. Have pupils identify the object by its sound. Ask where else the sound might be heard.
	Play the record, "Muffin in the City." Help children recall sounds Muffin heard. Allow children to imitate the sounds. Have pupils find things in the room which could make the same s Have children draw pictures of the things that made sounds.
Building Descriptive Words	* Use a "touch box." Present a special box with things to touch. Tell pupils that the box includes objects which they have see Let various pupils select objects which they can identify f Suggest that today pupils can let their fingers help them lear objects. Ask a group of children to close their eyes.

TEACHING PROCEDURES

d of a siren.
hat sounds like this warn us to get out of the way.
special bell sound which tells them it is time for school or time

when they hear that sound.

of familiar objects.
rrier and sound each again.
object by its sound.
d might be heard.

n in the City."
nds Muffin heard.
e the sounds.
in the room which could make the same sound.
ures of the things that made sounds.

x with things to touch.
ox includes objects which they have seen.
select objects which they can identify for the rest of the class.
upils can let their fingers help them learn more about two of the

ren to close their eyes.

MATERIALS

Objects:
hand bell hammer horn
egg beater rattle blocks
pencil paper
spoon and bowl squeaking toy

Records:
"Muffin in the City." 78 rpm.
"Muffin in the Country." 78 rpm.
Text on official list of approved books for D. C. Public Schools.
Sounds Around Us 78 rpm
Text on official list of approved books for D. C. Public Schools
Record player

"Touch box":

stones (smooth, rough, hard)
cotton swabs
emery boards
feathers
sponges (wet, dry)
paper weight
paper with smooth finish
sandpaper

SKILLS	TEACHING PROCEDURES
	Allow these pupils to feel the stone. Let them tell how the object feels to them. Emphasize the word hard and provide an opportunity for a ate the hardness of the stone with the word hard. Let pupils find objects around the room which are hard: t blackboard, floor. Follow a similar procedure to develop the concept of softn Help pupils understand that things that are hard are very are soft. Tell pupils that things that are very different from each sites. It is valuable to allow several pupils to carry simila in order to make the activity less time consuming. Follow the same procedure until hard, soft, smooth, rou dry are developed. Select an object from the box after all of the above words Say: "The stone is hard." Ask children to given sentences about the remaining ob which has been set. Ask children to give as many words as they can think of w Elicit the words hard, heavy, dry, and smooth for the top. Ask children to think of words to describe a piece of pa ice. Encourage children to look around their homes to disc share. Ask pupils to find things which can be described by one scriptive words.

TEACHING PROCEDURES	MATERIALS
ls to feel the stone.	
w the object feels to them.	
ord hard and provide an opportunity for all of the children to associ-	
ess of the stone with the word hard.	
objects around the room which are hard: table, desk, blocks, walls,	
floor.	
r procedure to develop the concept of softness.	
erstand that things that are hard are very different from things that	
things that are very different from each other may be called oppo-	
le to allow several pupils to carry similar objects for others to feel	
to make the activity less time consuming.	
e procedure until hard, soft, smooth, rough, heavy, light, wet, and	
eloped.	
from the box after all of the above words have been presented.	
e is hard."	
o given sentences about the remaining objects following the pattern	Touch box
een set.	Soft toy
give as many words as they can think of which describe their tables.	Ice cube
s hard, heavy, dry, and smooth for the top.	Piece of paper
o think of words to describe a piece of paper, a soft toy, a piece of	
ldren to look around their homes to discover items which they can	
find things which can be described by one or more of their new de-	
ords.	

SKILLS	TEACHING PROCEDURES
	Encourage pupils to provide new, interesting words, also Provide an exhibit table on which some of the shared item Allow members of the class to examine and classify ob according to descriptives studied.
Building Vocabulary Pertaining to Pets The number of pets presented during one class period will vary according to the class.	Use flannel cut-outs. Display flannel cut-outs of the dog, goldfish, kitten, para Have the children identify the animals. Let pupils who have one of the four pets tell what they enj Have pupils understand that their pets must eat, sleep, ex Encourage pupils to tell where their pets are kept. Display the bird cage and the aquarium. Ask pupils to tell which flannel pet would live in each. Be sure pupils learn the names of these two homes. * Ask pupils to place the parakeet in its home and the fish i Show a round aquarium so that pupils recognize this shap Let pupils pantomime how the fish looks as he swims aro Let pupils show how a bird looks when it flies. Read a poem about cats such as: "A Kitten" or "Cat." Have children pantomime a playful kitten, a kitten rubbin kitten hissing and clawing. Ask pupils to tell and show different ways their dog act strangers come, when he's tired and sleepy, when he Read a poem, such as: "My Dog" or "Tom's Little Dog" havior of their dog. Ask pupils to review the names and needs of animals.

TEACHING PROCEDURES

o provide new, interesting words, also, if they wish.
table on which some of the shared items may be placed.
the class to examine and classify objects, during free periods,
scriptives studied.

-outs of the dog, goldfish, kitten, parakeet.
identify the animals.
e one of the four pets tell what they enjoy seeing their pets do.
stand that their pets must eat, sleep, exercise, and have fresh air.
o tell where their pets are kept.
age and the aquarium.
which flannel pet would live in each.
rn the names of these two homes.
the parakeet in its home and the fish in its.
rium so that pupils recognize this shape also.
me how the fish looks as he swims around in his aquarium.
w a bird looks when it flies.
cats such as: "A Kitten" or "Cat."
tomime a playful kitten, a kitten rubbing against a chair, an angry
nd clawing.
and show different ways their dog acts when he is playful, when
, when he's tired and sleepy, when he begs.
h as: "My Dog" or "Tom's Little Dog" to remind pupils of the be-
dog.
w the names and needs of animals.

MATERIALS

Arbuthnot, May Hill, compiler. Arbuthnot Anthology of Children's Literature. Fair Lawn, New Jersey: Scott, Foresman and Co., 1961. pp. 46, 48, 49.

"Pets." Instructo Products Co., Division of Jacronda Mfg. Co., Philadelphia, Pennsylvania.

Round aquarium or picture of one

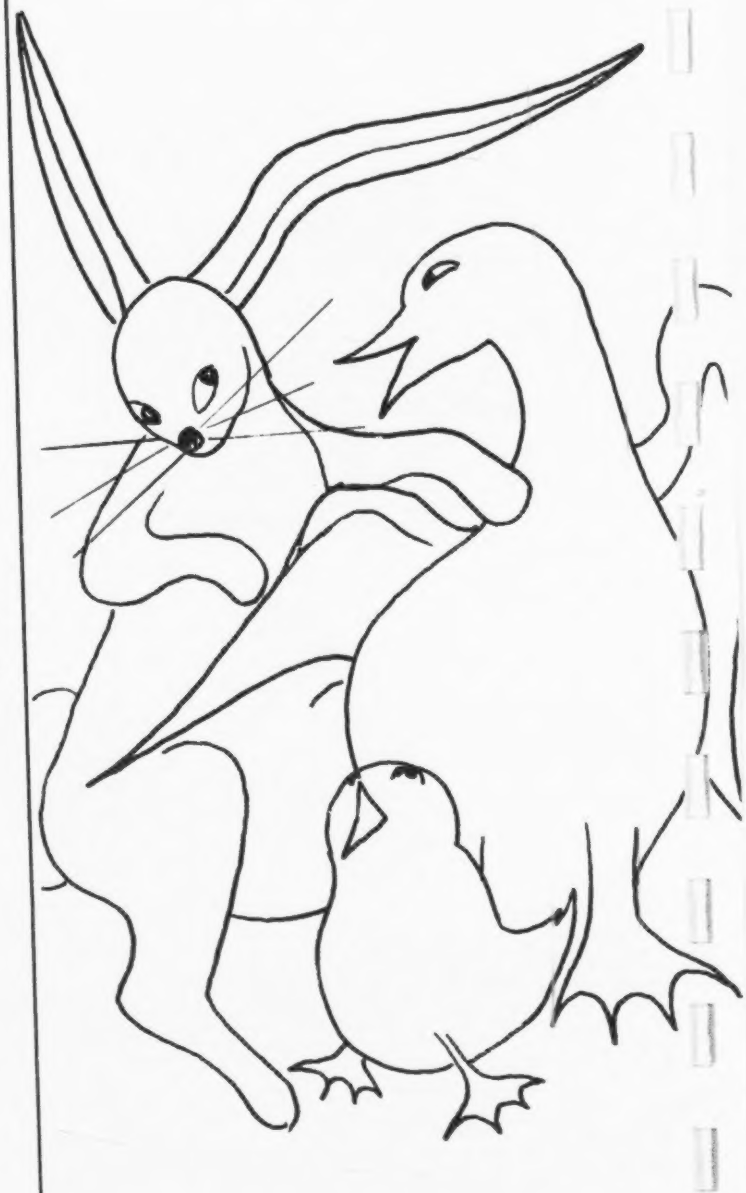
SKILLS	TEACHING PROCEDURES
	Place the rabbit on the flannel board. Have children identify him. Have children tell about things which would help them kno Ask pupils to notice the rabbit's ears and to tell how they Ask pupils to notice the rabbit's short tail. Have children tell how the rabbit's front and hind legs are Explain to children that the rabbit's strong hind legs help Let several pupils hop like rabbits. Display the home for the rabbit. Have pupils recall the needs of all animals. Ask pupils why this home is a good one for the rabbit. Place the duck, chick, hamster, and white mouse on the f Tell pupils that the same house would make a good home f Provide an opportunity for pupils to identify any of the ne Help pupils with the names of animals with which they are Use features which make the animals different and make up riddles to help pupils associate names and animals.

EACHING PROCEDURES

lannel board.
m.
things which would help them know a rabbit.
rabbit's ears and to tell how they look.
rabbit's short tail.
e rabbit's front and hind legs are different.
the rabbit's strong hind legs help him to hop.
ike rabbits.
rabbit.
eeds of all animals.
e is a good one for the rabbit.

amster, and white mouse on the flannel board.
e house would make a good home for any of these pets.
for pupils to identify any of the new animals which they can.
mes of animals with which they are unfamiliar.
e the animals different and make up simple "Guess Who I Am"
s associate names and animals.

MATERIALS



SKILLS

TEACHING PROCEDURES

Examples:

Guess who I am.
My tail is short.
I am small and furry.

I say "peep, peep."
I am soft and yellow now,
but when I grow up I will
get new, smooth feathers.
Who am I?

I look something like a baby chick,
but my bill is flatter.
I have skin between each claw.
Who am I?

Guess who I a
I have a long t
I am white and

Ask pupils to tell where the animals might live if they wer
Give information about the food and interesting habits of t
and mouse.

Help pupils tell the difference between the chicken and duc
Lead pupils in pretending to call and feed the chicken.
Have pupils stoop, hold ankles, and walk like a duck.
Help pupils understand that the duck walks from side to sid
Help pupils understand that the duck's webbed feet make hi
Give pupils some soft, fluffy feathers to feel.
Suggest that baby ducks feel something like this.
Tell pupils we could speak of a downy duck because he is s
Ask: "What do you think a mouse would do if you came up
Help children understand that mice are easily frightene
them timid, shy, or meek.

TEACHING PROCEDURES

MATERIALS

m.
rt.
d furry.

Guess who I am.
I have a long tail.
I am white and hairy.

eep."
yellow now,
row up I will
nooth feathers.

ing like a baby chick,
is flatter.
between each claw.

e the animals might live if they were in their natural homes.
the food and interesting habits of the duck, chick, hamster,

erence between the chicken and duck.
ng to call and feed the chicken.
ankles, and walk like a duck.
that the duck walks from side to side or waddles.
that the duck's webbed feet make him a good swimmer.
fluffy feathers to feel.
feel something like this.
eak of a downy duck because he is so soft.
nk a mouse would do if you came upon it?"
and that mice are easily frightened, and we sometimes call
r meek.

SKILLS	TEACHING PROCEDURES
Enjoying a Poem	Display cut-outs of a duck, a mouse, a dog, a red bir Ask: "Who will tell us about one of these animals?" Provide opportunity for numerous pupils to share di learned. Call attention to the bird. Ask pupils to tell its color. Tell pupils that this red is sometimes called scarlet. Mention that all four of the animals on the flannel boar Morning." Say the poem. Ask pupils to tell what sound people use when they try t a dog; a bird. Repeat the poem allowing the children to speak the anin
Building and Reviewing Vocabulary and Concepts about Pets	Display the canary, turtle, frog, and angel fish. Allow pupils to share any ideas or knowledge which about these pets. Help pupils with the names of the pets. Call the name of one of the pets. Have a child find it and give a sentence to identify the p Place the three animals' homes on the flannel board. Allow a child to tell which pet would live in a bird cag Have a child show which pet would live in an aquarium. Encourage use of sentences as associations are made. Show pupils how the aquarium can be adapted to the ne

ACHING PROCEDURES	MATERIALS
a mouse, a dog, a red bird. ut one of these animals?" merous pupils to share different ideas which they have	Cut-outs of baby duck mouse curly dog red bird
ometimes called scarlet. animals on the flannel board are in a poem called "Good d people use when they try to sound like a duck; a mouse; he children to speak the animal parts, as indicated.	Refer to: Arbuthnot, May Hill, compiler. Arbuthnot Anthology of Children's Literature. Fair Lawn, New Jersey: Scott, Foresman and Co., 1961. p. 66.
frog, and angel fish. ideas or knowledge which they have already formulated of the pets. pets. e a sentence to identify the pet. omes on the flannel board. pet would live in a bird cage. t would live in an aquarium. s as associations are made. ium can be adapted to the needs of the turtle and the frog.	Flannel board Drawing paper Crayons "Pets." Instructo Products Co., Division of Jacronda Mfg. Co., Philadelphia, Pennsylvania.

SKILLS	TEACHING PROCEDURES
	Display all pets included in the set. * Have children identify pets and place them in the homes in Be sure children speak in sentences and use correct name Have pupils draw pictures of a pet which they like. Label pictures My Pet. Ask several children to tell about their pictures and to ex be cared for.
Developing Concepts about the Farm	Use a Film. Ask: "How many have ever been on a farm? Can you tell us about it?" Ask additional questions if pupils need help in organizing What animals did you see? What foods were grown? Tell us how you had fun? Tell us about anything which you did to help. Show the film, Patty Garman. Little Helper. Guide a discussion of the film by asking: How did Patty help on the farm? What animals did Patty visit? What made Patty cry? Display the farm panorama put out by the National Dairy C Encourage children to tell about the picture. Provide opportunity for pupils to pretend to be various ani they do or by making the sound of the animals. Discuss buildings and activities on the farm.

TEACHING PROCEDURES	MATERIALS
luded in the set. ify pets and place them in the homes in which they belong. eak in sentences and use correct names. ctures of a pet which they like. 'et. en to tell about their pictures and to explain how their pet should	
	Film: 426 Patty Garman, Little Helper
ave ever been on a farm? is about it?" ions if pupils need help in organizing their thoughts: s did you see? ere grown? ou had fun? anything which you did to help.	
v Garman, Little Helper. of the film by asking: v help on the farm? s did Patty visit? 'atty cry?	
norama put out by the National Dairy Council. to tell about the picture. for pupils to pretend to be various animals either by moving as king the sound of the animals. nd activities on the farm.	National Dairy Council. Dairy Farm Panorama Kit. Chicago: 1964.

SKILLS	TEACHING PROCEDURES
Building Vocabulary	Display models of an elephant, giraffe, zebra, and lion. Ask: "Who can tell something about one of the animals? How can you tell him from the other animals?" Ask additional specific questions, as needed, to aid children w What do we call this animal? Where could you go to see him? Why is he kept in a cage? Find the animal that is biggest; tallest; spotted; striped; Where is the elephant's mouth? How does he get food to his mouth? How else does he use his trunk? What makes the giraffe so tall? Who can show us the father lion's mane? Be sure the meanings of underlined words are made clear and t by the children when they respond.
Using Saw Correctly	Have children close eyes. Put one animal in a box or behind a barrier. Ask: "Who would like to look in the cage, turn, and tell the c saw?" Be sure the child gives the correct name of the animal and uses than I seen. Change the procedure after all animals have been identified.
Using Descriptive Words	Place the giraffe in the box. Look in the box. Turn and say: "I saw a very tall animal. Who knows what I saw?' Be sure the pupil responds in a sentence.

ACHING PROCEDURES

giraffe, zebra, and lion.
about one of the animals?
n the other animals?"
ns, as needed, to aid children with less language skill:
nal?
e him?
?
iggest; tallest; spotted; striped; strongest.
nouth?
his mouth?
trunk?
o tall?
er lion's mane?
rlined words are made clear and that the words are used
espond.

nd a barrier.
k in the cage, turn, and tell the class which animal you

rrect name of the animal and uses the words I saw rather

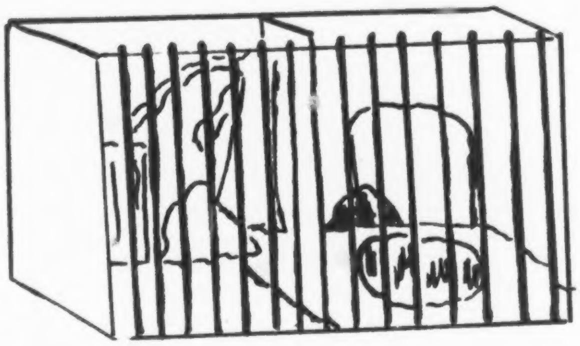
animals have been identified.

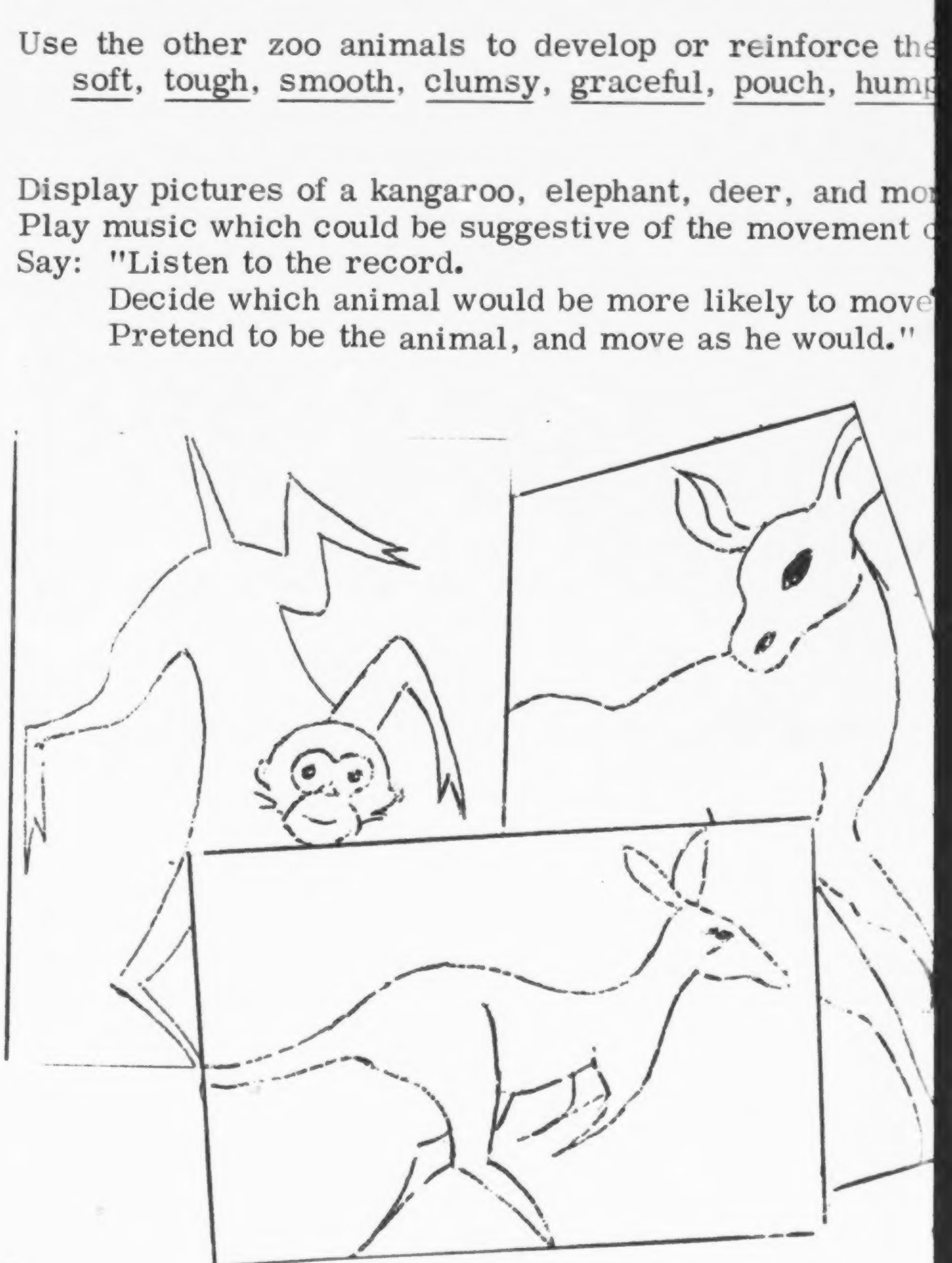
ll animal. Who knows what I saw?"
sentence.

MATERIALS

Animal models showing relative sizes:
- elephant
- giraffe
- zebra
- lion

Box to represent cage
Animals listed above
Additional animals:
- bear
- camel
- kangaroo
- seal
- deer
- monkey



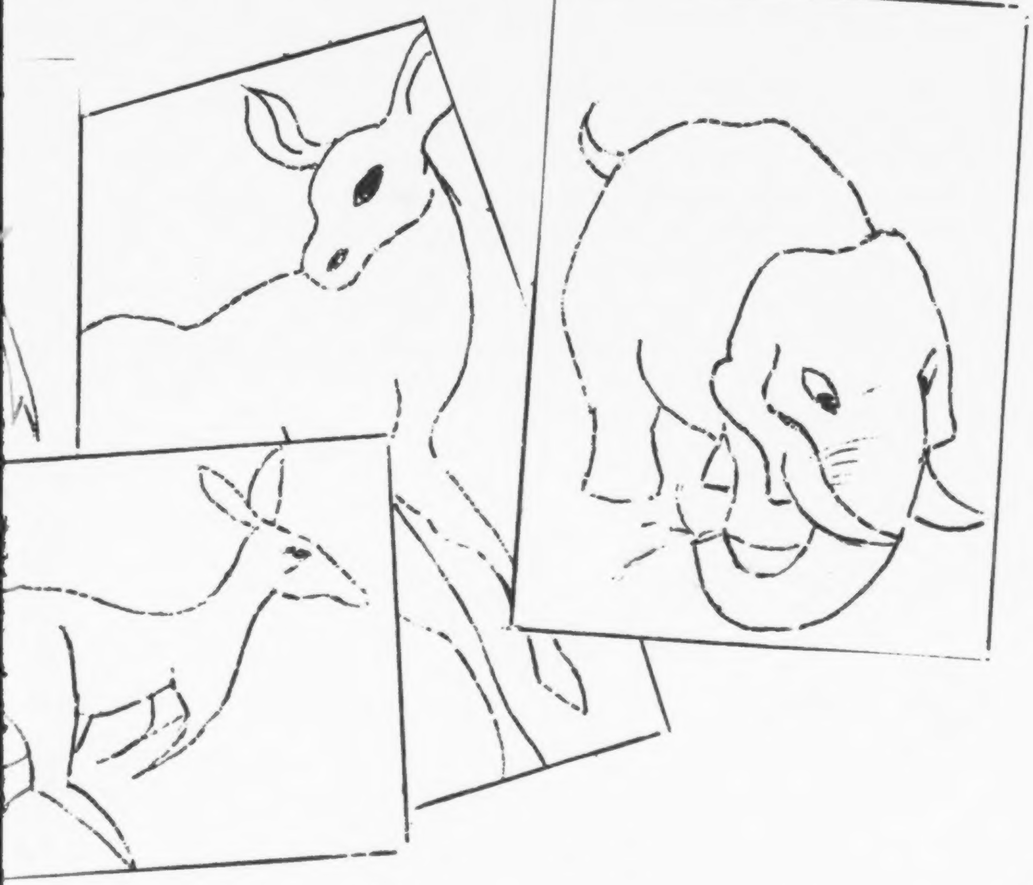
SKILLS	TEACHING PROCEDUR
	Place the other animals in the "cage" one at a time. Ask pupils to give one sentence to describe animals. Encourage use of the descriptive words mentioned earli
	Use the other zoo animals to develop or reinforce th soft, tough, smooth, clumsy, graceful, pouch, hum
Interpreting Music	Display pictures of a kangaroo, elephant, deer, and mo Play music which could be suggestive of the movement Say: "Listen to the record. Decide which animal would be more likely to move Pretend to be the animal, and move as he would." 

TEACHING PROCEDURES

the "cage" one at a time.
tence to describe animals.
riptive words mentioned earlier.

s to develop or reinforce the following words: furry, hairy,
lumsy, graceful, pouch, hump.

aroo, elephant, deer, and monkey.
suggestive of the movement of each.
t.
would be more likely to move well to the music.
imal, and move as he would."



MATERIALS

Pictures of zoo animals:
- kangaroo
- elephant
- deer
- monkey

Recordings:

Under the Big Top. "The Clowns." "The Acrobats." Bomar Orchestral Library. Stanley Bomar Co., 1962.

Saint-Saëns, Camille. Carnival of the Animals. "The Elephant." "Fleetfooted Animals." "Kangaroos." Bowmar Orchestral Library. Stanley Bowmar Co., 1962.

SKILLS	TEACHING PROCEDURES
Using Appropriate Words to Name Familiar Objects	Use objects. Place familiar objects on a table in the front of the roo Help pupils with words or phrases which help to identi Review by having children find something which come a spool. Ask pupils to tell in what salt and pepper are placed w Allow the pupils to select objects and give sentences to Encourage use of proper words in naming objects. Remind pupils to make sentences by using words. suc Use pictures of objects. Place pictures of familiar objects in the pocket chart. Have pupils earn a picture by identifying it. Tell pupils that each of them has a partner. Tell children that by telling what they have and by a goes with it, they may find their partners. Example: "I have a tube of toothpaste. Who ha it?" Encourage the person who has the toothbrush to respon use a toothbrush with toothpaste." Allow the partners to sit together.

EACHING PROCEDURES

a table in the front of the room.
phrases which help to identify the objects.
en find something which comes in slices, pairs, a tube, on

salt and pepper are placed when they are put on the table.
objects and give sentences to identify them.
vords in naming objects.
entences by using words. such as: I have, this is, here is.

r objects in the pocket chart.
e by identifying it.
iem has a partner.
lling what they have and by asking who has something that
find their partners.
a tube of toothpaste. Who has something that is used with

o has the toothbrush to respond, "I have the toothbrush. We
toothpaste."
together.

MATERIALS

Objects:

- spool of thread
- tube of toothpaste
- slice of bread
- salt shaker
- pepper shaker
- pair of shoes (may be doll shoes)
- pair of socks (may be doll socks)

Pictures of familiar objects, such as:

- pair of shoes
- pair of socks
- needle
- spool of thread
- toothbrush
- tube of toothpaste
- salt shaker
- pepper shaker
- ice cream
- cake
- slice of bread
- table
- umbrella
- shirt
- soap
- washcloth
- ball
- bat
- knife
- fork
- hat
- coat
- skirt
- blouse
- cup
- saucer
- butter
- chair
- galoshes
- pants
- straw
- carton of milk

Pocket chart

SKILLS	TEACHING PROCEDURES
Following Directions	Use objects. Allow pupils to select objects for which appropriate identifying built. Have each pupil identify what he has. Play a tape which gives pupils directions to follow. Include statements, such as: Place the salt and pepper shakers on the table in the play Hold the needle high in the air. Give the spool of thread to the person with the needle. Have the pupils tell what they did with the object.
Building Concepts about Winter	Use a story. Read the story and show pictures from The Snowy Day. Let pupils tell how they have fun in the snow. Encourage pupils to tell how they dress for snowy weather. Ask pupils how they feel when they first go out; when they hav time. Ask pupils what they like to do when they go back into the house Suggest that pupils don their boots, heavy coats, and mittens. Allow children to pantomime scooping up snow and rolling it in a snowman. Encourage children to use their arms to show what a BIG ball th Let pupils roll a small ball for the head. Have children make a small circle with their hands to show the s head. Have two groups of children show how they could have a snowba

CHING PROCEDURES	MATERIALS
s for which appropriate identifying vocabulary has been he has. s directions to follow. ber shakers on the table in the playhouse. the air. d to the person with the needle. did with the object.	Objects: those suggested for preceding lesson plastic fruits plastic forks and spoons toys—car, boat, plane, truck toy furniture Tape and tape recorder
ures from The Snowy Day. fun in the snow. they dress for snowy weather. hen they first go out; when they have been out for a long do when they go back into the house. boots, heavy coats, and mittens. e scooping up snow and rolling it into a big, big ball for eir arms to show what a BIG ball they've made. for the head. circle with their hands to show the size of the snowman's show how they could have a snowball battle.	Keats, Ezra Jack. The Snowy Day. New York: The Viking Press, 1962.

SKILLS	TEACHING PROCEDURES
	Encourage the class to notice those who "really" pick up sn throw or duck. Allow another group of children to show what Mother does when after playing in the snow. Say: "I enjoyed watching my friends in the snow today. I saw fun. What did you see?" Encourage the class to review things children did in the preten
Enriching and Expanding Vocabulary	Provide direct experiences. Pick a pleasant day when the blue sky is dotted with clouds. Take the children outdoors to look at the sky. Say: "The sky is full of clouds. How do they look to you? Do their shapes make you think of anything you know? How do you think they would feel if you could touch them to be a cloud?" Quote one or two lines about clouds as described in poems, a as a cloud." Discuss possible meaning. Encourage pupils to pantomime "wandering" as a "lonely" clou Take the children outdoors on a day before a storm. Have pupils indicate which clouds might be thought of as "dark, Encourage pupils to tell how the clouds make them feel. Ask pupils to tell what these clouds mean. Have pupils paint pictures that recall vocabulary heard and use

TEACHING PROCEDURES

notice those who "really" pick up snow; make a soft ball;

hildren to show what Mother does when children return home
now.
g my friends in the snow today. I saw some children having
e?"
review things children did in the pretend situations.

.

n the blue sky is dotted with clouds.
ors to look at the sky.
clouds. How do they look to you?
ake you think of anything you know?
they would feel if you could touch them? How would you like

about clouds as described in poems, as: "I wandered lonely

ng.
tomime "wandering" as a "lonely" cloud.

ors on a day before a storm.
ich clouds might be thought of as "dark, angry clouds."
l how the clouds make them feel.
these clouds mean.
es that recall vocabulary heard and used.

MATERIALS

Refer to:

Ferris, Helen. Favorite Poems Old and New. Garden City, New York: Doubleday, 1957. "A Windy Day," p. 191-2; "Daffodils," p. 218; "Dancing," p. 481.

Farrar, John. Songs for Parents. New Haven, Connecticut: Yale University Press, 1921. "Song for a Child Watching Clouds," p. 225.

Johnson, Eleanor M., and others, editors. Treat Shop. Columbus, Ohio: Charles E. Merrill Books, 1966. "Clouds." p. 188.

Drawing paper; paints and brushes.

SKILLS	TEACHING PROCEDURES
	Read short descriptive passages to pupils from poems as Let children talk about and dramatize what the fairies do Have children paint or draw their impressions of fairie
	Read stories such as: The Rooster Struts. Have pupils study pictures in the book. Ask pupils to listen for the word that tells how the ani swims, leaps, hops, soars. Allow pupils to "be" the animals and move in a similar

TEACHING PROCEDURES	MATERIALS
passages to pupils from poems as "The Child and the Fairies." ut and dramatize what the fairies do: dance, leap, prance, peep. r draw their impressions of fairies.	Johnson, Eleanor M.; Jacobs, Leland B.; and Turner, Jo Jasper, editors. Treat Shop. Columbus, Ohio: Charles E. Merrill Books, 1966. "The Child and Fairies." p. 86. Drawing paper, paints, brushes
he Rooster Struts. ctures in the book. for the word that tells how the animal moves: struts, waddles, ps, soars. the animals and move in a similar manner.	Author Unknown. The Rooster Struts. New York: Golden Press, 1963

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Show and
"I broug
Summer
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"may I
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  middle, and e

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SPEAKING

Create An Atmosphere To Encourage Speaking

SKILLS	TEACHING PROCEDURES
Building Standards	Set up standards for speaking. Speak so that all can hear. Look at the children. Tell something interesting.
	Provide opportunity for the children to apply speaking standards.
Developing Sentence Sense	Encourage children to bring toys to share. Ask pupils to tell about their toys using such words as: I have ______________ I can ______________ This is ______________ Here is ______________ Provide the children with a model by saying: "I have a camera. and take a picture." Use the same idea and have pupils identify objects in the classr
Using Went and Saw	Have pupils tell about trips which they have taken. Encourage pupils to use the words I went and I saw.
Using I Am	Place a number of items on a table in front of the room. Let class members decide who in the family would probably us Ask children to pretend to be that person. Set a pattern by saying, "I am Mother. I will sweep the floor." Have children follow the pattern which you set. Listen for and note any child who is having difficulty in saying,

eate An Atmosphere To Encourage Speaking **SPEAKING**

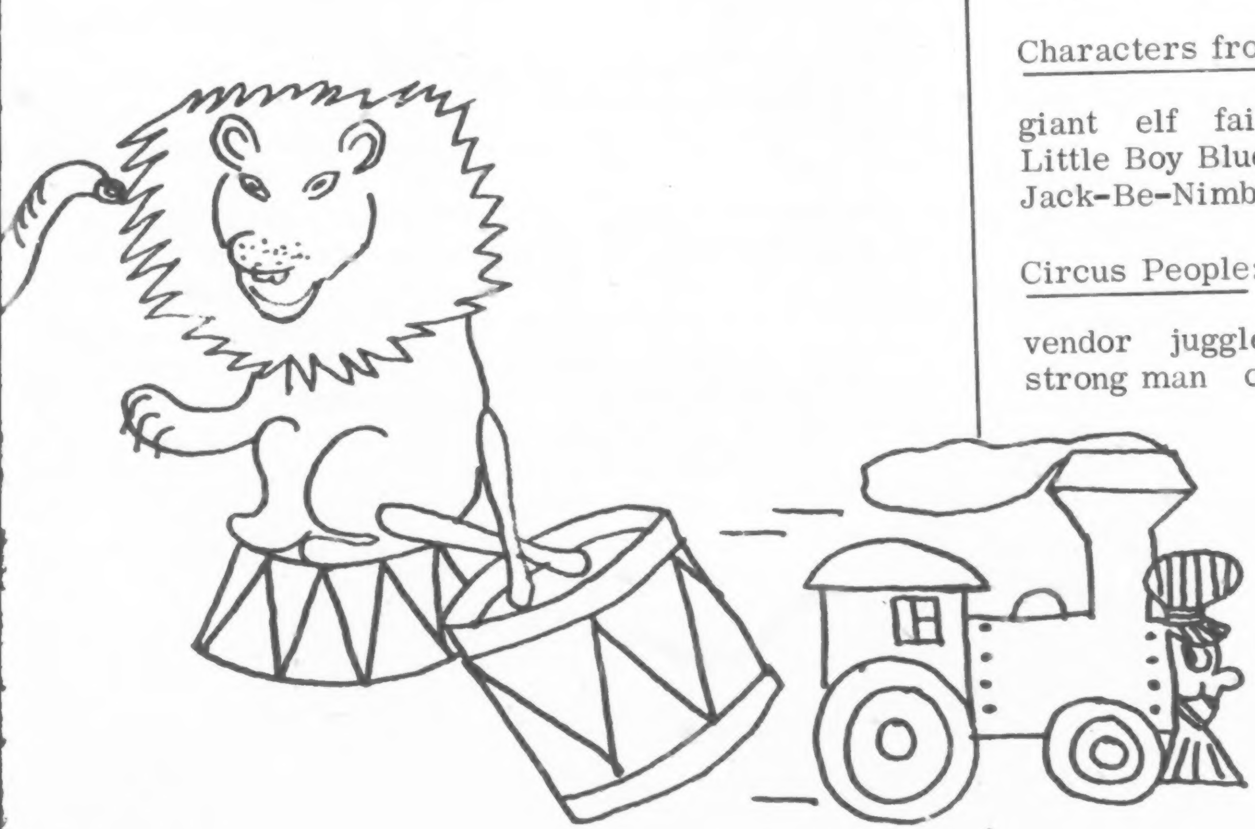
TEACHING PROCEDURES	MATERIALS
king. hear. sting.	
he children to apply speaking standards.	
bring toys to share. ut their toys using such words as: ______ I can ______________ ______ Here is____________ with a model by saying: "I have a camera. I can push this button ." d have pupils identify objects in the classroom.	Camera
trips which they have taken. se the words I went and I saw. ms on a table in front of the room. ecide who in the family would probably use the items. nd to be that person. g, "I am Mother. I will sweep the floor." the pattern which you set. y child who is having difficulty in saying, I am.	Objects: toys—balls, ropes, cars, trucks plastic tools—hammer, saw, pliers, screw driver, paint brush broom iron dishcloth plastic dishes

SKILLS	TEACHING PROCEDURES
Saying I Am Correctly	Let pupils pretend to be toys, animals, characters from Have children use the words I am in sentences to identify t Ask children to move or sound like the thing, animal represent.
Participating in Dramatic Play	The contracted form, I'm, appropriately used, is acceptable

CHING PROCEDURES

s, animals, characters from storyland, circus people.
am in sentences to identify themselves.
ound like the thing, animal character, or person they

ropriately used, is acceptable and should be encouraged.



MATERIALS

List of things to "be"

Toys:

top ball walking doll Ma-ma doll drum horn an airplane train

Animals:

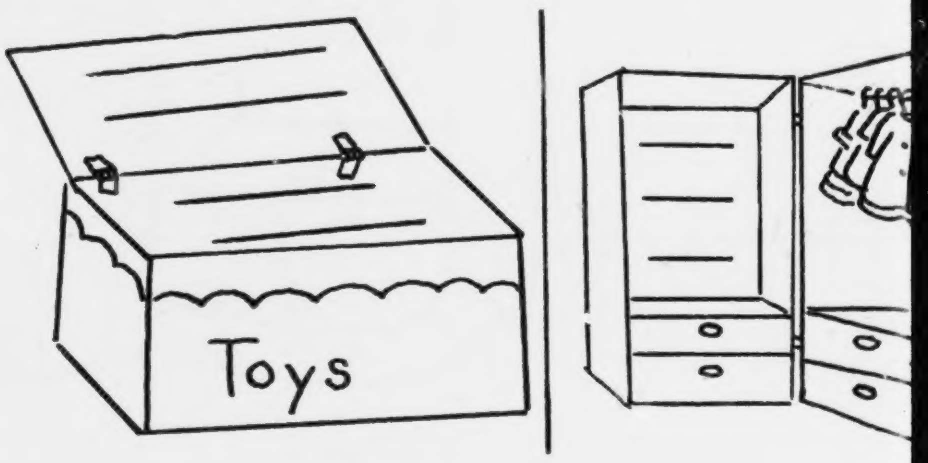
lions elephant duck owl rabbit rooster cow frog fish bird cat dog

Characters from Storyland:

giant elf fairy cat with fiddle Little Boy Blue Little Miss Muffet Jack-Be-Nimble

Circus People:

vendor juggler lion tamer strong man clown

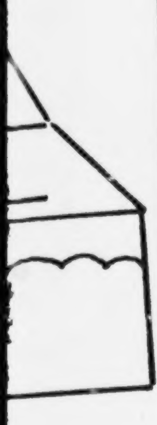
SKILLS	TEACHING PROCEDURES
Developing Skill in Classifying	Use teacher-made pocket charts. Discuss pocket charts being used. Allow pupils to name the places or things represented by the Encourage several pupils to name things which they might se by the pocket charts. Give each child a picture which belongs in a pocket of one of * Have each child identify his picture and tell where he will pu Place cut-outs of toys and clothing in a pocket chart. Let each pupil select and name an item. Place a toy on one side of the pocket chart. Say: "I have a top. It is a toy." Place a piece of clothing on the other side of the pocket chart Say: "Here is a coat. It is something to wear." Let each child come up, tell what he has, classify it as a to and place it on the appropriate side of the pocket chart. 

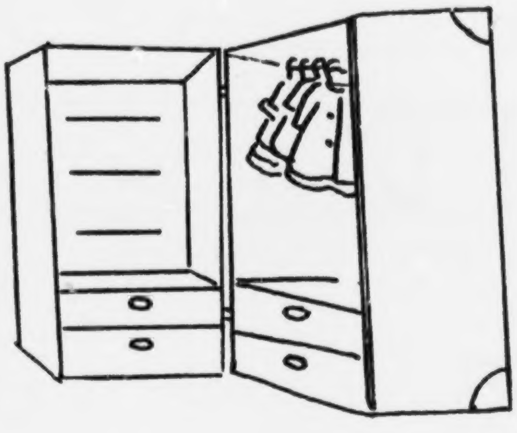
CHING PROCEDURES

sed.
s or things represented by the pocket charts.
ame things which they might see in the places indicated

h belongs in a pocket of one of the charts.
cture and tell where he will put it.

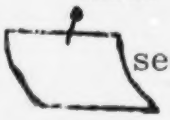
thing in a pocket chart.
e an item.
pocket chart.
"
e other side of the pocket chart.
nething to wear."
what he has, classify it as a toy or something to wear,
iate side of the pocket chart.





MATERIALS

Examples of teacher-made pocket charts:
- airplane hangars (for matching colors)
- refrigerator trunk zoo
- farm land sea air

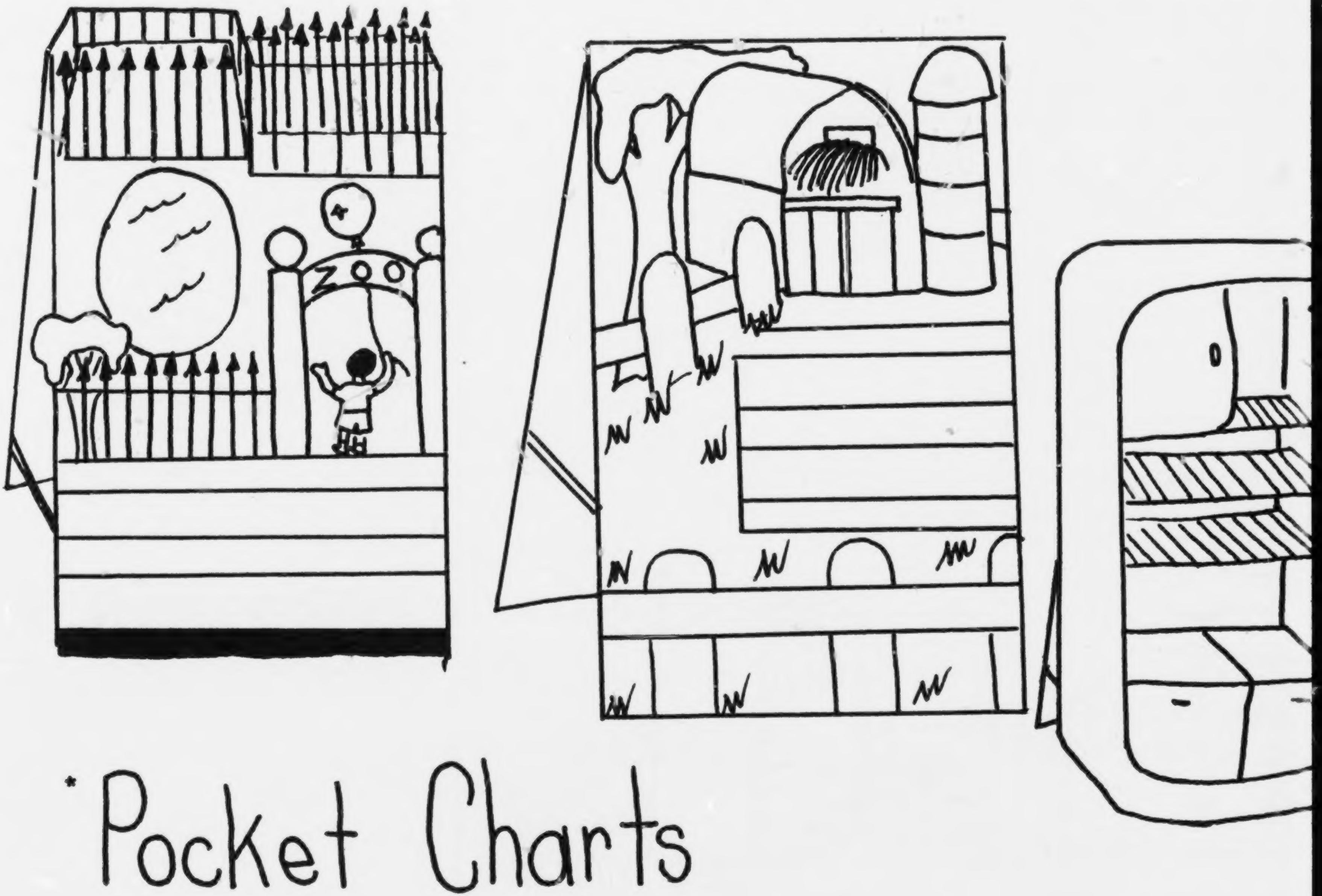


see accompanying picture (p. 48)

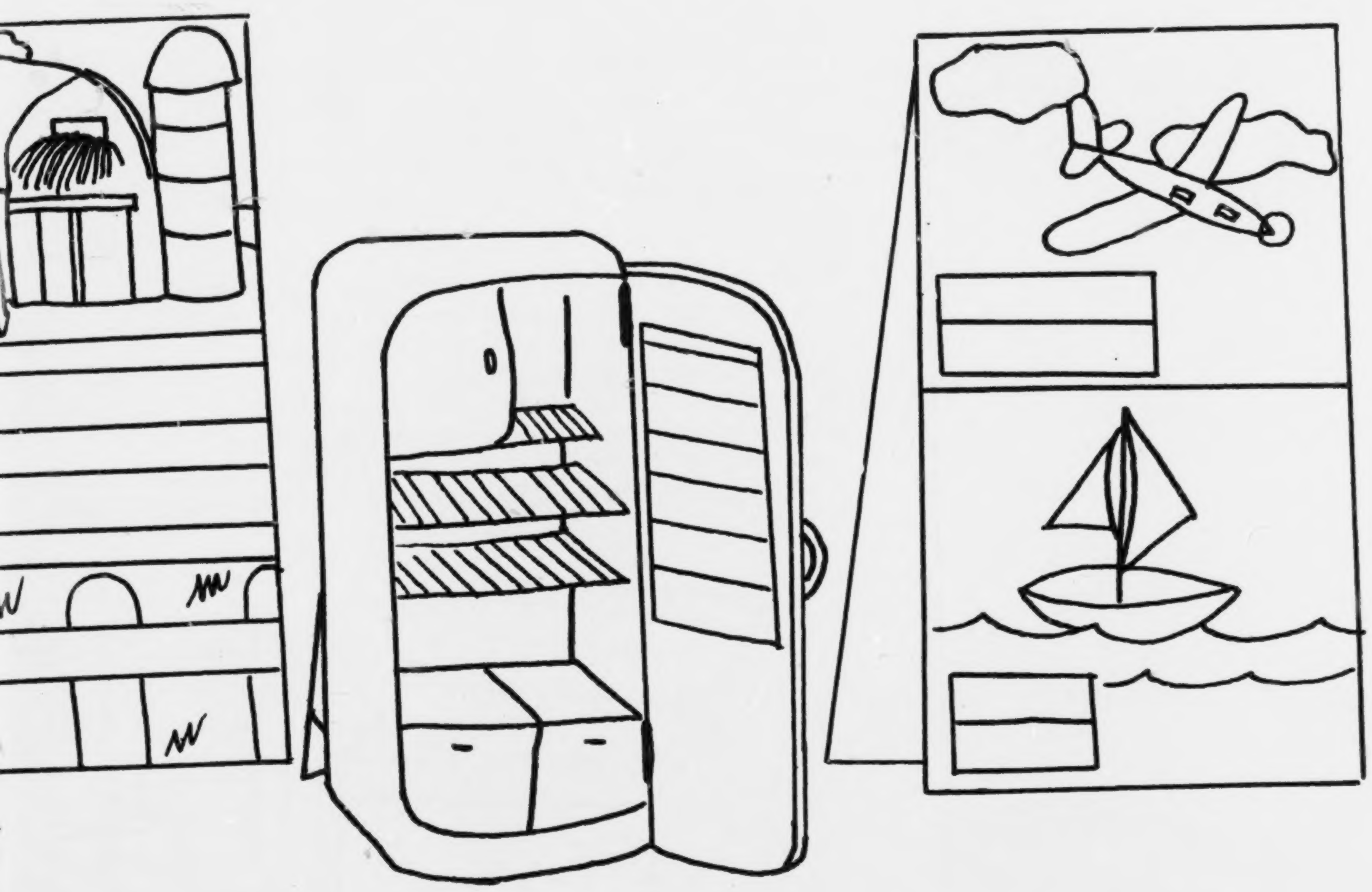
Pictures suggested by pocket charts.

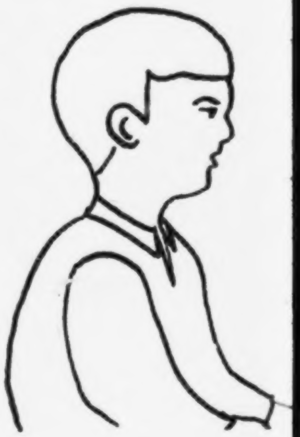
Pocket chart
Pictures for each child of
- toys
- clothing

SKILLS	TEACHING PROCEDURES

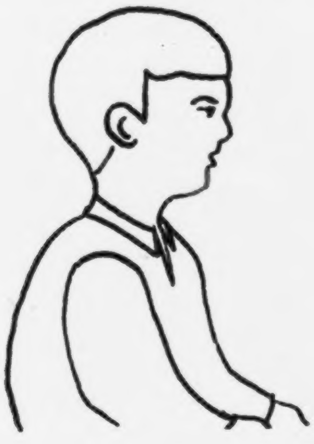


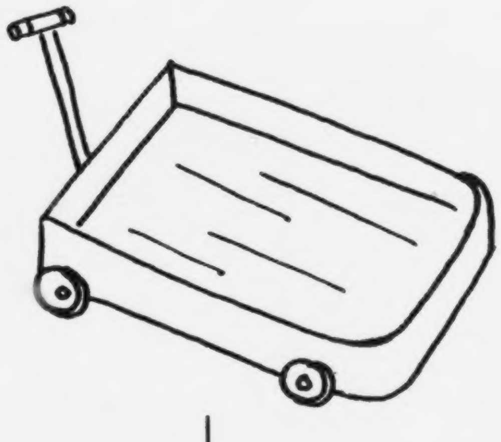
*Pocket Charts



SKILLS	TEACHING PROCEDURES
Giving Simple Sentences Spontaneously	Have boys carry an imaginary package into the classroom. Tell the children the box is filled with make-believe packages. Give each child a package. Have the children untie and open their surprises. Ask each child to tell about the surprise in his package. Note help needed for changes in speech patterns. Use language games. Show a large picture of someone who appears to be looking a Ask pupils what they think the person is looking at. Have pupils suggest ideas appropriate to a specific category, s animals, safety helpers. Ask: "At what toy do you think the boy is looking?" Note pupil's ability to give fitting responses in sentences ac indicated. * Examples: I think he is looking at a ball. Maybe the boy is looking at a red wagon. Turn picture over exposing an appropriate picture which the observing. 

TEACHING PROCEDURES	MATERIALS
nary package into the classroom. s filled with make-believe packages. d open their surprises. t the surprise in his package. ges in speech patterns.	
f someone who appears to be looking at something. ink the person is looking at. eas appropriate to a specific category, such as: toys, clothing, pers. you think the boy is looking?" give fitting responses in sentences according to the category nk he is looking at a ball. be the boy is looking at a red wagon. osing an appropriate picture which the person could have been	Mounted magazine pictures or Pictures from a child's coloring book or old workbook





SKILLS	TEACHING PROCEDURES
Reporting	Place Mary Brown, a doll with felt backing, on the flannel b Allow Mary Brown to introduce herself, thus providing c speaking well.
Presenting Appropriate Ideas Concerning Personal Experiences	Place a toy on the flannel board that helps to show how Mary Have Mary tell how she has fun at home. Encourage children to tell two things about themselves usi tures as a guide. Add more items to the flannel board after children learn to Have pupils give additional information about the numbe they have; where they live; with whom they live.
	Use "show and tell" experiences. Have children bring toys to share. Provide children with a model for speaking by first shari Say: "I brought a puppet for you to see. His name is Mr. Glick. I can make him talk like this, 'Hello, children.'" Explain that the puppet also wants to share something. Let puppet tell children that he has a book. Garble the word so that it is not clear. Suggest that the children speak very clearly when they te they brought to share in order to help Mr. Glick. Remind pupils of their standards for speaking. See page 45

TEACHING PROCEDURES	MATERIALS
oll with felt backing, on the flannel board. introduce herself, thus providing children with a model for el board that helps to show how Mary has fun. has fun at home. tell two things about themselves using the flannel board pic- flannel board after children learn to tell two things well. tional information about the number of sisters and brothers ey live; with whom they live.	Pictures with felt backings: doll toy small boy and girl dolls house larger figures representing Mother and Father
iences.	
ys to share. a model for speaking by first sharing something with them. et for you to see. Glick. alk like this, 'Hello, children.'" also wants to share something. n that he has a book. t it is not clear. dren speak very clearly when they tell about the things which re in order to help Mr. Glick. standards for speaking. See page 45 of this guide.	Puppet Storybook

SKILLS	TEACHING PROCEDURES

Let pupils tell what they have and how they use them.
Have Mr. Glick try again. "I have a book.
I will read one of my favorite stories to y
Have pupils tell Mr. Glick which standard he used well.
Have pupils tell other standards they remembered to use.

Use trips.

Take children for a walk to observe their school more carefully.
Ask children to notice the material of which the building is made.
Have children look at the top to notice the flag.
Ask children to think of ways in which the school is different from their ho
Encourage pupils to notice that the building may be bigger than their hous
than their house; may have more windows, or more doors.
Have pupils return to the room to draw their school.
Label the pictures.
Allow several pupils to use their pictures to tell about their school.
Encourage pupils to tell two things about their school, such as:

This is my school.
It is big. (has three stories)

Here is my school.
It has a flag on top.

I drew a picture of my school.
It has many windows. (three doors)

Here is________________ School.
It is made of brick.

NG PROCEDURES	MATERIALS
how they use them. e a book. l read one of my favorite stories to you later." standard he used well. hey remembered to use.	
ve their school more carefully. al of which the building is made. otice the flag. which the school is different from their homes. the building may be bigger than their house, taller ore windows, or more doors. draw their school.	Drawing paper Crayons
pictures to tell about their school. gs about their school, such as:	
Here is my school. It has a flag on top.	
. doors)	
nool.	

SKILLS	TEACHING PROCEDURES
Discussing	Help pupils understand their responsibility in listening and sp sions.
Planning a Trip	Say: "Many times we will come together for a class talk. Your big brothers and sisters call this a discussion. In a class talk we must have good thinkers who will sh we should do. We must listen carefully to ideas that oth Today we would like to make plans for our trip to the fa I must be sure your mothers know about the trip and wil Ask: "How can I find out whether you will be able to take the What do you think Mother will want to know? What do you think you will see at the farm?" Evaluate by recalling suggestions that were especially thoughtf
Speaking and Listening to Others in Small Group Discussion.	Bring eight or ten children together. Place a number of toys which represent familiar objects on a Encourage pupils to tell what the object is and how they have s Stimulate additional comments by asking: "Can anyone tell h this?" Ask: "Why was this a good talk or discussion?"

TEACHING PROCEDURES	MATERIALS
and their responsibility in listening and speaking during discus- e will come together for a class talk. hers and sisters call this a discussion. lk we must have good thinkers who will share ideas about things We must listen carefully to ideas that others give. ld like to make plans for our trip to the farm. e your mothers know about the trip and will let you go." nd out whether you will be able to take the trip? hink Mother will want to know? hink you will see at the farm?" g suggestions that were especially thoughtful. hildren together. oys which represent familiar objects on a table. tell what the object is and how they have seen it used. comments by asking: "Can anyone tell how someone else uses s a good talk or discussion?"	Plastic toys, such as: hammer — stethoscope saw — thermometer pliers — hypodermic needle screwdriver — battery

SKILLS	TEACHING PROCEDURES
	Use seasonal experiences.
Sharing Summer Plans	Allow pupils to select pictures showing places where they cou could do during the summer. Have pupils study pictures. Ask: "What would you like to do this summer? Where would you go?" Provide pupils with a pattern by showing an appropriate pictur enjoy camping near the woods this summer." Help pupils describe places and activities clearly and accurate Permit several pupils to pantomime the activities they describ
	Create situations to use social courtesies in a natural way.
Conversing Developing the Social Courtesies	Place a variety of playthings on a table in front of the room. * Ask children to identify the toys. Tell children they may play with the toys, but that they must u when asking for permission and Thank you when given per Suggest that the rest of the class listen for these expressions. Allow the child to show the class how he plays with the toy i polite.
Participating in Dramatic Play	Provide the children with a situation for role playing. Say: "Several children are playing in front of their houses. She requests permission to join her friends."

TEACHING PROCEDURES

pictures showing places where they could go and things they
summer.
res.
like to do this summer?
go?"
pattern by showing an appropriate picture and saying, "I will
the woods this summer."
aces and activities clearly and accurately.
o pantomime the activities they describe.

cial courtesies in a natural way.

hings on a table in front of the room.
the toys.
play with the toys, but that they must use the words May I
mission and Thank you when given permission.
the class listen for these expressions.
w the class how he plays with the toy if he remembers to be

ith a situation for role playing.
are playing in front of their houses. One child is indoors.
nission to join her friends."

MATERIALS

Pictures showing activities:
- in the neighborhood
- at the beach
- at the park, playground, zoo, swimming pool
- at the farm
- in the city
- in the country
- in the forest

Toys, such as: rope, ball, doll, toy car, airplane, telephone, plastic hammer, plastic saw, iron, broom.

SKILLS	TEACHING PROCEDURES
	Discuss how the children could have fun; how the little girl for permission to go out; what probably happened when s Stress the use of the words, May I. Select someone to be Mother. Encourage children to suggest things which Mother cou (sewing; reading; ironing) Select the child and allow the mother and daughter to ac situation. (Child could ask, "Mother, may I go out t dren?") Remind the class to listen for the words, May I. Permit several children to pantomime playing ball; jumpi a ride. Have the child greet playmates and ask permission to play Evaluate the reactions of others when someone uses polite wo Let a new group of children role-play the same situation the class or teacher. Suggest that pupils remember to use the words, May I, at h Ask pupils to report occasions on which they used the expre
	Provide the idea for a pretend telephone conversation. Say: "Mother says you may invite Michelle over for Michelle's mother, Mrs. Jones, if Michelle may Pretend to be Mother. Dial the number for the child. Identify yourself and pretend to exchange a friendly gree

TEACHING PROCEDURES	MATERIALS
he children could have fun; how the little girl could have asked Mother ssion to go out; what probably happened when she went out. e of the words, May I. ne to be Mother. hildren to suggest things which Mother could be doing in the house. eading; ironing) hild and allow the mother and daughter to act out the beginning of the (Child could ask, "Mother, may I go out to play with the other chil- lass to listen for the words, May I. al children to pantomime playing ball; jumping rope; taking a doll for l greet playmates and ask permission to play with one of the toys. reactions of others when someone uses polite words and a pleasant voice. oup of children role-play the same situation without suggestions from or teacher. pupils remember to use the words, May I, at home. report occasions on which they used the expression.	
dea for a pretend telephone conversation. ther says you may invite Michelle over for lunch, but you must ask chelle's mother, Mrs. Jones, if Michelle may come." o be Mother. umber for the child. ourself and pretend to exchange a friendly greeting with Mrs. Jones.	A telephone

SKILLS	TEACHING PROCEDURES
	Explain that your daughter would like to speak. Remind children to listen as the child greets Mrs. Jones and e calling. Remind children to listen for use of the words, May I. Ask class to recall ways in which the child was friendly. Ask if the child said, "May Michelle come to lunch ...."
Storytelling Telling Experiential Stories Using Simple Sequence	Show pictures of various modes of transportation. Have children identify each. Display a set of three related travel pictures. Ask pupils to pretend they are in the pictures. * Say: "Tell how you went for a ride. What happened during the trip? Tell how you felt afterward." Let pupils use the pictures displayed in order to gain suggestions question. Provide numerous experiences of this type using the travel idea. Ask pupils to draw a picture of something in which they have rid Ask pupils to be ready to tell a story using the three ideas abov and promote sentence sense in storytelling. Set a pattern for the children by telling an experience, such as: I went to Ohio on a train. The train stopped many times to pick up newspapers and mail I felt very glad when we finally reached Ohio. Display three pictures of a situation within the children's experie Have children independently create a story around the three pictu Help pupils understand that stories should have a beginning, a m

TEACHING PROCEDURES	MATERIALS
aughter would like to speak. listen as the child greets Mrs. Jones and explains her reason for listen for use of the words, May I. ways in which the child was friendly. l, "May Michelle come to lunch ...."	
us modes of transportation. each. related travel pictures. hey are in the pictures.	Pictures of a car, a bus, a train, an airplane, a boat
nt for a ride. uring the trip? afterward." ures displayed in order to gain suggestions for answering each	A set of three pictures to guide pupils in giving reports Example: a car a car being serviced at the gasoline station smiling children looking out of the car window
eriences of this type using the travel idea.	
icture of something in which they have ridden. y to tell a story using the three ideas above to guide organization ce sense in storytelling. hildren by telling an experience, such as: train. many times to pick up newspapers and mail. en we finally reached Ohio.	A set of three pictures that tell a story such as the three suggested above.
of a situation within the children's experience. dently create a story around the three pictures. d that stories should have a beginning, a middle part, and an end.	

SKILLS	TEACHING PROCEDURES
	Help pupils add dialogue by asking: What do you think Father said when he ran out of gas? How did the children feel then? What could they have said? What do you think Father said to the attendant? What did children say as they continued their trip? Let pupils use puppets to act out the story.
	Display three pictures with no concern for order. Have a pupil show which should come first, second, last. Have the pupil create a story around the three pictures.
	Remind pupils that good stories have a beginning, a middle part, an
	Have children pretend that the circus is coming to town.
Giving Simple Sentences Spontaneously	Let children guess which animals will come past in the circus parad Encourage children to use the words maybe and I think when they g will be in the parade. Let children place animals for which there are flannel cut-outs in flannel board. Ask pupils to suggest other performers who might be in the show. Have pupils place these performers on the flannel board. Have pupils tell and show, if possible, what the performers will do.
Making Announcements	Ask the class to determine which acts were best. Have one child act as ringmaster. Suggest that he announce each act that the class chose. Encourage the ringmaster to make each act sound exciting so that t feel as if it were at the circus.

TEACHING PROCEDURES	MATERIALS
e by asking: ather said when he ran out of gas? feel then? e said? ather said to the attendant? y as they continued their trip? to act out the story.	Puppets Father two children gasoline station attendant Car
vith no concern for order. h should come first, second, last. story around the three pictures.	Sequence pictures
stories have a beginning, a middle part, and an end.	
hat the circus is coming to town. ch animals will come past in the circus parade. use the words maybe and I think when they guess which animals e. mals for which there are flannel cut-outs in the "parade" on the other performers who might be in the show. e performers on the flannel board. ow, if possible, what the performers will do. mine which acts were best. ingmaster. ce each act that the class chose. ster to make each act sound exciting so that the class will really the circus.	Flannel Board "The Circus." Instructo Products Co., Division of Jacronda Mfg. Co., Philadelphia, Pennsylvania.

SKILLS	TEACHING PROCEDURES
	Help pupils say the words in the "Pledge of Allegiance":
Developing an Understanding and Appreciation of the "Pledge of Allegiance"	Ask pupils if they have ever made a promise. Encourage children to share promises which they have made Ask pupils if Mother has ever promised them something. Allow pupils to tell about such occasions. Help pupils understand that making and keeping a promise i Call attention to the flag. Help children identify colors in the flag. Ask pupils where they have seen the flag. Have pupils tell what they think the flag means. Help pupils understand that the flag stands for many, ma places that serve families like ours. Tell pupils that the flag stands for our country, the United St Tell pupils that every day at school we make a promise to lov Let pupils share ways in which they show their love at home. Guide pupils in recognizing how they have shown love at scho Tell pupils that we use some very big words to make this pr Say the "Pledge of Allegiance" and show pupils how to stand. Ask pupils what they will be promising when they say the "Pl Help pupils with the words: pledge, allegiance, Republic, liberty, justice. Have pupils assume the proper position. Say phrases for the children to repeat.

TEACHING PROCEDURES

MATERIALS

ords in the "Pledge of Allegiance":

have ever made a promise.
en to share promises which they have made.
her has ever promised them something.
ll about such occasions.
rstand that making and keeping a promise is a way of showing love.
he flag.
ntify colors in the flag.
they have seen the flag.
what they think the flag means.
erstand that the flag stands for many, many homes, schools, and
rve families like ours.
he flag stands for our country, the United States.
very day at school we make a promise to love our homes and school.
ways in which they show their love at home.
ecognizing how they have shown love at school.
ve use some very big words to make this promise.
of Allegiance" and show pupils how to stand.
they will be promising when they say the "Pledge."
the words: pledge, allegiance, Republic, one nation, indivisible,
ce.
me the proper position.
the children to repeat.

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Enjoying a Poem

"The Puppy and I", an activity with puppets 60

Organizing Ideas

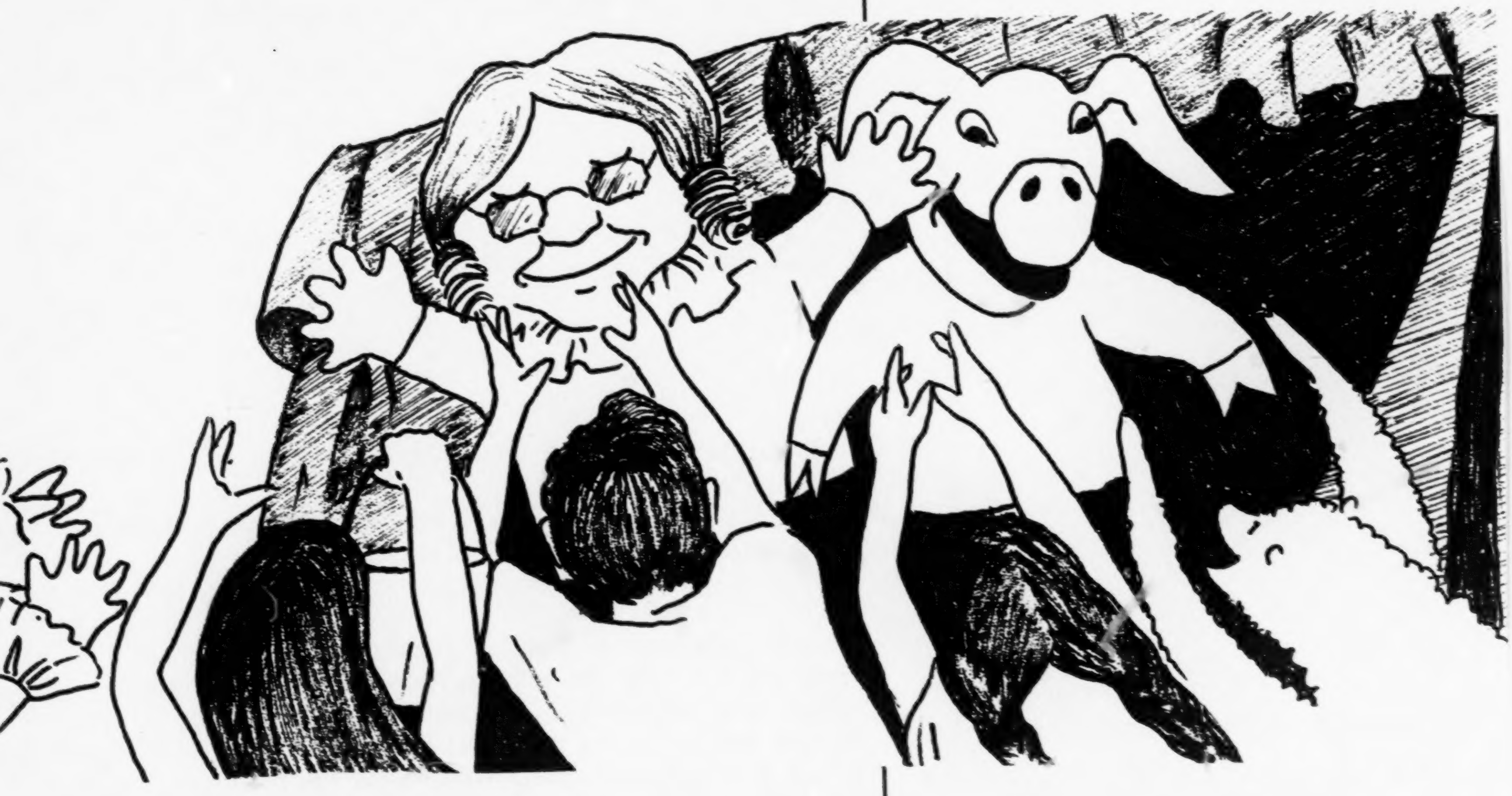
A neighborhood walk 87

LISTENING **Continue To Build Habits And Awareness Of Listening**

SKILLS	TEACHING PROCEDURES
	Provide enjoyable listening experiences which will stimulate pupi

Build Habits And Awareness Of Listening **LISTENING**

EACHING PROCEDURES	MATERIALS
xperiences which will stimulate pupils to want to listen.	Stories, poems, rhymes, finger plays, puppets, games, music



SKILLS	TEACHING PROCEDURES
Determining Sequence	* Use stories: Tell the story of "The Old Woman and Her Pig." Have children listen to recall each of the things that the old wo Allow children to place flannel cut-outs of each thing on the fla Help pupils use reasoning to rearrange items in the order in w the story. Let eleven different children tell parts of the story represen outs. Two or three lessons may be necessary if the class is i This story is easily adapted to dramatization.
Finding the Main Idea	* Use poems: Ask pupils whom they would choose for an out of school compa have a good time. Allow pupils to discuss preferences, giving reasons for choice Give children crayons and drawing paper. Tell them to listen carefully to a poem to find out what compa poem chose. Read "Puppy and I" (omitting the title). Have pupils draw the one that the little boy joined. Check drawings to see that pupils drew a puppy.
Interpreting a Poem	Encourage pupils to tell what they think the title of the poem co Let pupils compare their titles with the poet's. Encourage discussion of how the puppy and little boy had fun. Let children illustrate this.

CHING PROCEDURES

man and Her Pig."
each of the things that the old woman met.
l cut-outs of each thing on the flannel board.
rearrange items in the order in which they occurred in

tell parts of the story represented by the flannel cut-

nay be necessary if the class is immature.
apted to dramatization.

choose for an out of school companion if they wanted to

rences, giving reasons for choices.
awing paper.
to a poem to find out what company the little boy in the

the title).
t the little boy joined.
upils drew a puppy.
they think the title of the poem could be.
es with the poet's.
the puppy and little boy had fun.

MATERIALS

Refer to:
Arbuthnot, May Hill. Time for Fairy Tales. New York: Scott, Foresman and Co., 1952. p. 7.

Flannel board

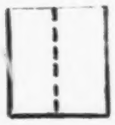
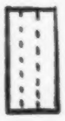
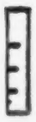
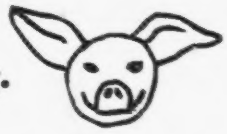
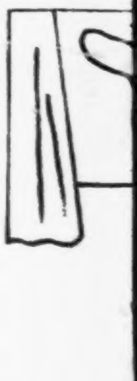
Pictures or flannel cut-outs of:
The Old Woman

Dog	Ox	Cat
Stick	Butcher	Cow
Fire	Rope	
Water	Rat	

See also:
The Old Woman and Her Pig. New York: Holt, Rinehart and Winston, 1963. 24 pp.

Refer to:
Arbuthnot, May Hill. Time for for Poetry. Fair Lawn, New Jersey: Scott, Foresman and Co., 1961, 1952. p. 45.

Drawing paper, crayons

SKILLS	TEACHING PROCEDURES
Extending Attention Span	Use puppets. Select a short poem or story. Use stories with few characters and simple story line. Use puppet characters or a puppet storyteller. Directions for Making Puppets Use oak tag 8-1/2" x 11" for quickly made puppets. Fold one sheet in half lengthwise.  Cut on fold. Fold each half in thirds lengthwise.  Staple to form support for puppet figure.  Draw puppet figures on needed sheets of oak tag.  Color brightly with crayons, paper sculpture, or tempera colors. Cut out and staple puppet to support leaving enough room to hold puppet.  Use oak tag scraps to make backing for puppet and support. Use a table top, low screen, or box frame on table as a T-V screen or stage opening.

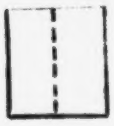
TEACHING PROCEDURES

or story.
characters and simple story line.
rs or a puppet storyteller.

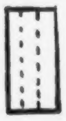
Directions for Making Puppets

11" for quickly made puppets.

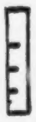
f lengthwise.



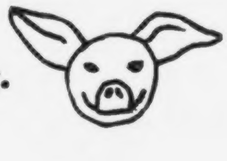
rds lengthwise.



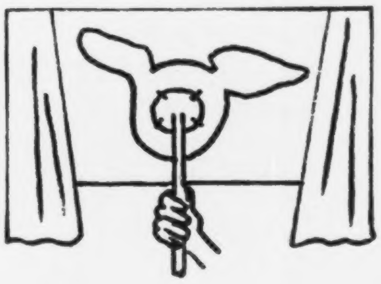
rt for puppet figure.



on needed sheets of oak tag.



rayons, paper sculpture, or tempera colors.
uppet to support leaving enough room to
to make backing for puppet and support.
screen, or box frame on table as a T-V
ing.



MATERIALS

Puppet storyteller
Puppet characters for stories, such as:

"The Gingerbread Boy"
"Old Woman and Her Pig"
"Chicken Little"
"The Three Billy Goats Gruff"

Poems, as:

Milne, A. A. "Puppy and I"
Milne, A. A. "Hoppity"
Dixon, Ruth, "Teddy Bear Dance"
Sipe, Muriel, "Good Morning"

Sources for stories and poems listed:

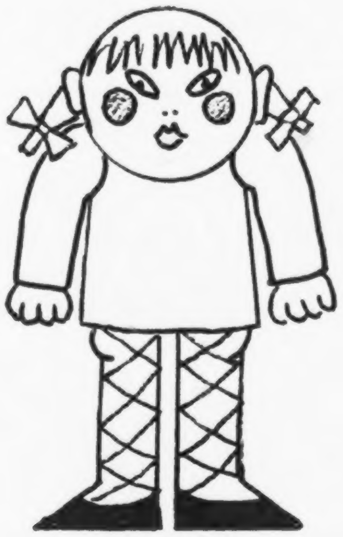
Arbuthnot, May Hill. The Arbuthnot Anthology of Children's Literature. Fair Lawn, New Jersey: Scott, Foresman and Co., 1961.

Barrows, Marjorie, Compiler. READ-ALOUD POEMS Every Young Child Should Know. New York: Rand McNally and Co., 1957.

SKILLS	TEACHING PROCEDURES
Following Directions	* Use language games. Give directions which indicate color, number, size, or shape. Examples: Bring me the red book. Get two blocks from the number table. Lift the big book. Get the round box from the supply table. Have a puppet give directions. *Use a teacher-made tape. Allow each child to select an object or objects for which directio tape. Be sure children are familiar with the names of objects. Include sentences with one or two place phrases. Put the book on a desk in the back of the room. Use words that refer to color, size, shape, number. Put the two yellow pencils in the pencil box. Place the long red pencil in your desk. Use running, rhythmic, and singing games. "Stop-Start" "Ring Master" "Farmer and His Wheat" "Looby Loo"

TEAC…NG PROCEDURES	MATERIALS
indicate color, number, size, or shape.	Cards with pre-planned directions to be used by the teacher in conjunction with specific items readily available in the classroom.
ook. m the number table. from the supply table. ections.	Puppet Teacher-made screen (See page 61.)
	Teacher-made tape of directions for the children to follow Tape recorder Object for each child
. elect an object or objects for which directions are given on the familiar with the names of objects. h one or two place phrases. desk in the back of the room. to color, size, shape, number. pencils in the pencil box. pencil in your desk. ic, and singing games. Wheat"	For other ideas, see: Russell, David H. and Russell, Elizabeth F. Listening Aids through the Grades. New York: Bureau of Publications, Teachers College Columbia University, 1959. Public Schools of the District of Columbia. Elementary Physical Education Curriculum. Washington, D.C.: Board of Education, 1958. pp. 40, 44, 45, 47.

SKILLS	TEACHING PROCEDURES
Building Standards	Use a listening chart.



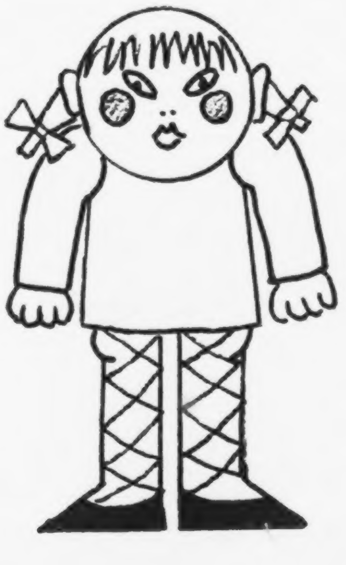
Display a listening chart, such as that pictured.
Ask children to look at the chart to see what it is reminding them t
Say: "Here is a chart which tells you some things to do to hel
listeners. We know that we use our ears when we listen, but p
about Mary will help you know something else that is impo
listen."
Create a simple story, such as the following:

Mother said, "Mary bring me two potatoes, please."
Mary got a potato and carried it to Mother.

Ask: "How do you know Mary did not listen carefully?"
Repeat the situation with more emphasis on the number of potatoes
number received, if necessary.

Continue the story: Mother said, "Mary, how many potatoes did
answered, "Oh, Mother, I'm sorry I wasn't thinking." Then
potato and took it to Mother.

TEACHING PROCEDURES



:hart, such as that pictured.
: at the chart to see what it is reminding them to do.
:hart which tells you some things to do to help you to be better
know that we use our ears when we listen, but perhaps this story
ill help you know something else that is important to do as you

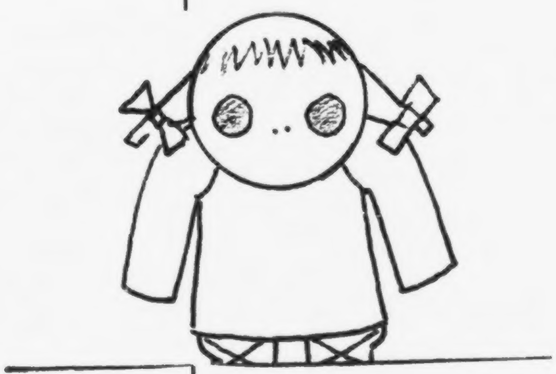
ry, such as the following:

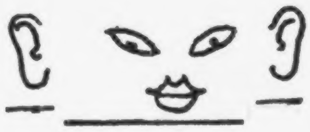
"Mary bring me two potatoes, please."
o and carried it to Mother.

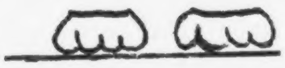
now Mary did not listen carefully?"
with more emphasis on the numb~r of potatoes asked for and the
i, if necessary.

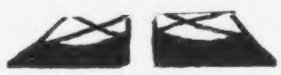
Mother said, "Mary, how many potatoes did I ask for?" Mary
Mother, I'm sorry I wasn't thinking." Then Mary got another
t to Mother.

MATERIALS









SKILLS	TEACHING PROCEDURES
	Ask: "Why didn't Mary get the right number of potatoes the first Emphasize the importance of thinking and listening. Guide pupils in making further interpretation of the chart until the established: Think when you listen. Look at the person who is speaking. Keep hands and feet still. Keep lips still except to ask questions.
Recalling Details	Use direct experiences. Invite three children to stand in the front of the room.
Observing Carefully to Describe Ourselves	Ask members of the class to listen carefully as the teacher desc one of the children. Describe one child telling the following: color of hair and eyes color and design in clothing any special features which would not be embarrassing to the Permit a member of the class to identify the one who was descri Ask the children to recall the description given by the teacher. Have the class check information given with the appearance of t his classmate. Repeat the above procedure several times until pupils are able to described with ease. Read the poem, "Everybody Says." Ask whom the child in the poem wished to look like. Suggest that several pupils look in a long mirror in order to be their eyes and hair and to recall what they are wearing.

EACHING PROCEDURES

et the right number of potatoes the first time?"

e of thinking and listening.

rther interpretation of the chart until the following ideas are

sten.
who is speaking.
et still.
ept to ask questions.

stand in the front of the room.
ss to listen carefully as the teacher describes or tells about

g the following:
s
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which would not be embarrassing to the child, if pointed out
class to identify the one who was described.
ll the description given by the teacher.
nformation given with the appearance of the child selected by

lure several times until pupils are able to remember features

body Says."
he poem wished to look like.
pils look in a long mirror in order to be sure of the color of
nd to recall what they are wearing.

MATERIALS

As each idea is established, ask children to place the part which will help them to be good listeners on the doll with the missing parts.
(See chart, page 63.)

Aldis, Dorothy. All Together. New York: G. P. Putnam's Sons, 1952. "Everybody Says."

Drawing paper
Crayons

Full-length mirror

SKILLS	TEACHING PROCEDURES
	Ask these children to give their full names and a brief des following the pattern set by the teacher. Provide all children with drawing paper and crayons. Encourage them, a few at a time, to take a look at themsel self-portrait. Have children share portraits during the week and tell abou portraits as guides for speaking.
Developing Art Awareness	Use art reproductions.
Extending Vocabulary	Say: "Have you enjoyed dressing up and pretending to be s about what you wore, and what you did." Allow several pupils to discuss such occasions freely. Encourage children to tell about pretending to be grown- Hallowe'en. Display a picture of "Henry VIII" by Hans Holbein. Provide ample time for children to enjoy the picture. Say: "Once there were no cameras. When persons wanted pi artists paint their pictures. These pictures are calle draw pictures of ourselves, we make self-portraits." Ask questions, such as: How do you think this man liked his portrait? Why? What kind of person do you think he was? Tell us about his clothes. Why do you think he is dressed this way? Establish the fact that people usually try to look as pleasant are having their pictures taken or painted. Say: "Here is another portrait or picture of someone." Present the reproduction of Master Crewe. Ask: "What do you notice about the little boy's clothes? (He's dressed like King Henry.) Why do you think he is dressed this way?" Help pupils realize that the little boy is playing a game of prete

TEACHING PROCEDURES	MATERIALS
give their full names and a brief description of themselves set by the teacher. h drawing paper and crayons. at a time, to take a look at themselves in order to draw a rtraits during the week and tell about themselves using the or speaking.	
d dressing up and pretending to be someone else? Tell us re, and what you did." discuss such occasions freely. tell about pretending to be grown-up and dressing up for nry VIII" by Hans Holbein. children to enjoy the picture. no cameras. When persons wanted pictures, they often had r pictures. These pictures are called portraits. When we urselves, we make self-portraits." : his man liked his portrait? Why? n do you think he was? lothes. ne is dressed this way? people usually try to look as pleasant as they can when they ures taken or painted. portrait or picture of someone." n of Master Crewe. ce about the little boy's clothes? King Henry.) ne is dressed this way?" the little boy is playing a game of pretend just as they often do.	Holbein, Hans, "Henry VIII." Reynolds, Sir Joshua, "Master Crewe as Henry VIII." Bellows, George, "Lady Jean." Refer to: Chase, Alice Elizabeth. Famous Paintings. New York: Platt and Munk. 1962, pp. 8, 9. (Special Scott, Foresman and Company Edition for the Invitations to Personal Reading Program)

SKILLS	TEACHING PROCEDURES
	Encourage pupils to notice the colors in the boy's clothes and his j Encourage pupils to notice the boy's bangs and haircut. Display a reproduction of "Lady Jean." Ask: "What do we call a picture like this? (portrait) Why do you think the little girl is dressed this way? (She is p Why does her dress look so strange?" (The style is not up-to Suggest that pupils invite their parents to take them to the art ga portraits.
Developing Vocabulary Related to Size	* Use a singing game, "I'm Very, Very Tall." Follow the suggestions for the singing game. Have children look at each other to determine and tell who is the the shortest one in the class. Have pupils find and tell about classmates who are taller than or Let different pupils stand against Kraft paper placed on a bare wal Have members of the class draw lines over pupils' heads to show h are. Let pupils make large drawings of themselves later during the day. Have pupils use the lines on the Kraft paper to achieve appropriat drawings.

HING PROCEDURES	MATERIALS
colors in the boy's clothes and his jewels. oy's bangs and haircut.	
y Jean." e like this? (portrait) e girl is dressed this way? (She is pretending.) so strange?" (The style is not up-to-date.)	
r parents to take them to the art gallery to see other	
ery Tall." singing game. her to determine and tell who is the tallest and who is s.	Hamlin, Alice P. and Guessford, Margaret G. "Singing Games for Children." Cincinnati, Ohio: Willis Music Co., 1941. p. 6.
t classmates who are taller than or shorter than they. nst Kraft paper placed on a bare wall. aw lines over pupils' heads to show how tall the pupils gs of themselves later during the day. he Kraft paper to achieve appropriate heights for their	Kraft paper Chalk Crayons

SKILLS	TEACHING PROCEDURES
Answering Specific Questions	* Tell pupils to listen carefully in order to respond to questions, such What is your name? How old are you? What is your address? With whom do you live? How many sisters have you? How many brothers have you? Stimulate interest by tossing a ball to the child who is to answer the Vary by playing "roving reporter" and letting pupils record answers pupils may listen to find out how well each question was answere Let pupils pretend to talk over a microphone if a tape recorder is inco Provide opportunity for pupils to practice answering any questions for ing an answer posed a difficulty in terms of clarity or effectivene Let individual pupils practice answering all of the first three questio Allow individuals to practice answering the last three. See lesson under Speaking on pages 102, 103. Interview children on TV. Ask questions, such as: "How do you have fun at home? What do you like to do with your friends? To what places do you and your family go — when you are enjoying yourselves? when you need things?"

TEACHING PROCEDURES	MATERIALS
fully in order to respond to questions, such as:	
? e? ve you? ave you?	
ssing a ball to the child who is to answer the question.	Large ball
reporter" and letting pupils record answers on tape. (Later find out how well each question was answered.) k over a microphone if a tape recorder is inconvenient to use. pupils to practice answering any questions for which structur- a difficulty in terms of clarity or effectiveness. ctice answering all of the first three questions. ctice answering the last three.	Hand microphone, tape recorder, tape
Speaking on pages 102, 103.	
V.	
n at home? lo with your friends? ou and your family go — oying yourselves? ings?"	Cards with questions for the teacher to ask which will encourage discussion by those appearing on TV

SKILLS	TEACHING PROCEDURES
Building a Vocabulary of Action Words Interpreting What Is Heard	Use the record, Nothing to Do. Say: "Today, I brought a special record which tells all abou parts of our bodies do. Let's enjoy the record. Then we can do some of the thi suggests." Play the record, Nothing to Do. Have pupils recall things which the little boy was doing with his marching skating jumping clapping tiptoeing tapping spinning reaching Re-play sections 6, 7, and 8: "Clapping," "Tapping," "Rocking Lead pupils in following the action indicated by the record.
Following Directions	Show children how to spin a top if they lack experience with top Ask a child to pretend he is a top and to demonstrate how it spi Suggest that the child stop spinning when the teacher claps her Ask the class to tell whether "the top'" really stopped as a top Guide the children in recalling that a top slows down until it fin Provide an opportunity for several other pupils to "be" tops. Ask pupils to spin or whirl in the other direction when the tea the first time, and to slow down and stop when the teache second time. Allow several groups to follow the same directions. Select a group of children to spin like tops as part of the recor

ACHING PROCEDURES

special record which tells all about things we can make
do.
d. Then we can do some of the things which the record

Do.
ich the little boy was doing with his feet and hands:
- skating
- clapping
- tapping
- reaching

8: "Clapping," "Tapping," "Rocking."
action indicated by the record.

top if they lack experience with tops.
a top and to demonstrate how it spins.
spinning when the teacher claps her hands.
r "the top'" really stopped as a top would.
ing that a top slows down until it finally topples over.
several other pupils to "be" tops.
rl in the other direction when the teacher claps her hands
slow down and stop when the teacher claps her hands the

low the same directions.
o spin like tops as part of the record is played.

MATERIALS

Recording:

Nothing to Do. 78 r.p.m. Children's
Record Guild, New York, N. Y.
Top

SKILLS	TEACHING PROCEDURES
	Clap so that pupils will change direction on the words, "I'm whirli
	Changing direction will help offset the possibility of pupil
Interpreting What Is Heard	Ask pupils to pretend that they are at home. Say: "Listen to the first part of the record, Nothing to Do. Think about the words and decide how you could pretend t the hall and in and out of rooms in the house."
Extending Vocabulary	Play the marching part of the record. Provide an opportunity for several pupils to interpret the action su Ask: "How could you tell that the marchers were marching throug Select a group of children to listen to the next portion of the reco the record indicates. Say: "Often when we move from one place to another we move ver Let's pretend Baby is sleeping. Let's stand so that we can move around so softly that w baby." Play "Tip-Toe." Have all children demonstrate this. Discuss how pupils were moving and the part of the foot on which t Show a picture of a frozen pond. Say: "Let's pretend we are crossing the pond. How does the ice look? Who will show us how we could slide across the ice?" Help pupils evaluate the smoothness of movement by saying: "I sa and sliding gracefully on the smooth ice."

TEACHING PROCEDURES	MATERIALS
l change direction on the words, "I'm whirling..." tion will help offset the possibility of pupils becoming dizzy.	
hat they are at home. rst part of the record, Nothing to Do. words and decide how you could pretend to be going through nd out of rooms in the house." t of the record. y for several pupils to interpret the action suggested. tell that the marchers were marching through the house?" ldren to listen to the next portion of the record and to jump as es. move from one place to another we move very quietly. aby is sleeping. that we can move around so softly that we won't awaken the	Nothing to Do, Side 2
nonstrate this. ere moving and the part of the foot on which they stepped. ozen pond. we are crossing the pond. e look? s how we could slide across the ice?" the smoothness of movement by saying: "I saw children gliding ully on the smooth ice."	Pictures, such as: children marching at a party children marching in a parade circus animals and performers marching in a circus parade soldiers marching

SKILLS	TEACHING PROCEDURES
	Provide opportunity for five or six children to glide gracefully as the the record is played. Help pupils review different ways in which they were moving: marc spinning, tiptoeing, sliding, gliding. Allow pupils to tell the part of their body that they used most to mak ments. * Show pictures which provide an opportunity for pupils to utilize their tell about the picture. Present several pictures. Tell what is happening in each picture. Allow the class to repeat the sentences. Speak naturally, but be sure pupils include is or are and that the "ing" sound clearly. Allow individual pupils to select other pictures and to do the same. Ask pupils to think of and try out other kinds of things which they coul feet and legs. Provide opportunity for pupils to show what they can do with their fee Ask children to show new ways to move across the room. Lead pupils to include actions which bring out the following words: wa skipping, hopping, galloping, springing, or leaping. Help pupils with the words listed. Encourage each pupil to tell what he was doing and when he might rea Ask children to show new ways to move feet and legs while sitting or Encourage movements, such as: kicking, wiggling, tapping, poi shaking, swinging. Allow one child to tell what he can do while sitting or standing. Permit the child to lead the rest of the class in the activity. Use a similar technique helping pupils to associate the action of vario body with appropriate vocabulary.

CHING PROCEDURES	MATERIALS
ix children to glide gracefully as the next section of	girls jumping rope Jack jumping over the candlestick
ys in which they were moving: marching, jumping, liding.	
their body that they used most to make these move-	children tiptoeing into the kitchen children tiptoeing in order not to awaken someone
opportunity for pupils to utilize their words as they	a child sliding down the sliding board birds gliding through the air
icture.	
ntences.	
pupils include is or are and that they enunciate the	a paper airplane to glide through the air
other pictures and to do the same.	
t other kinds of things which they could do with their	
o show what they can do with their feet and legs.	
to move across the room.	
hich bring out the following words: walking, running,	
, springing, or leaping.	
d.	
at he was doing and when he might really do it.	
to move feet and legs while sitting or standing.	
as: kicking, wiggling, tapping, pointing, bending,	
can do while sitting or standing.	
t of the class in the activity.	
pupils to associate the action of various parts of the	
ulary.	

SKILLS	TEACHING PROCEDURES
	Introduce action words, such as:

Arms or Hands and fingers	stretching bending throwing catching swinging waving patting pointing pounding shaking snapping	Body	stretching bending swaying twisting spinning

Let children create their own song patterned after "Clapping" on th
to Do.

Use other rhythmic activities.

Play records with varying rhythmic patterns.
Have pupils listen and show what the music makes them feel like d
Ask children to give sentences describing what the music made the

Identifying and Repeating Sounds Accurately

* Ask children to close their eyes.
Clap hands two times.
Tap foot two times.
Beat drum two times.
Ask pupils to tell how the sound was made after each sound is pro
Have pupils tell how many times the sound was heard.

TEACHING PROCEDURES	MATERIALS
. such as: stretching bending throwing catching swinging waving patting pointing pounding shaking snapping Body stretching bending swaying twisting spinning	
eir own song patterned after "Clapping" on the record, Nothing	Recording: Nothing to Do. 78 r.p.m. Children's Record Guild, New York, N. Y.
ties. ying rhythmic patterns. show what the music makes them feel like doing. entences describing what the music made them feel like doing.	Refer to: Public Schools of the District of Columbia. Music Curriculum K-2. Washington, D.C.: Board of Education, 1965. p. 59.
their eyes. the sound was made after each sound is produced. nany times the sound was heard.	Drum or any object in classroom that can be used to make an easily distinguishable sound

SKILLS	TEACHING PROCEDURES
	Let a child repeat the same sound the same number of times Change by doing each thing three times. Have children repeat what they have heard. Vary by sometimes using two beats and sometimes three. Let children repeat what they have heard. Allow one child to choose a pattern which he can repeat stea Encourage a few children to show how they can move heads in rhythm to the pattern given by their classmate. Guide pupils in telling what they were doing by helping them f I was swinging my foot in rhythm. I was jumping in rhythm. I was nodding my head in rhythm.
	* Use a tape.
Recognizing and Interpreting Sounds	Have pupils listen to identify familiar sounds. Play a tape with sounds made by: an alarm clock — rain footsteps — car motor, horn eggbeater — fire engine siren voices — plane closing doors Help pupils identify sounds. Encourage pupils to use all of the above sounds to create an
	Use nursery rhymes:
Hearing Rhyming Words	Show a picture of a nursery rhyme. Allow pupils to discuss the picture. Recite the rhyme and permit further discussion about wha Repeat the rhyme allowing children to supply rhyming words Have pupils repeat rhyming words only.

TEACHING PROCEDURES	MATERIALS
ame sound the same number of times. hing three times. hat they have heard. ng two beats and sometimes three. at they have heard. se a pattern which he can repeat steadily. ren to show how they can move heads, arms, legs, or bodies tern given by their classmate. what they were doing by helping them frame answers, such as: ny foot in rhythm. rhythm. y head in rhythm.	
lentify familiar sounds. s made by: rain car motor, horn fire engine siren plane unds. e all of the above sounds to create an original story.	Tape recorder Teacher-made tape of familiar sounds Records that tell stories through sound Refer to: Sounds Around Us. 78 r.p.m. Fair Lawn, New Jersey: Scott, Foresman and Company. Audio Education. Pathways to Phonic Skills. Vol. 1. New York: American Book Company.
rsery rhyme. s the picture. permit further discussion about what happened in the rhyme. wing children to supply rhyming words. yming words only.	Large pictures of nursery rhymes or Flannel cut-outs of nursery characters

SKILLS	TEACHING PROCEDURES
	Help pupils understand that rhyming words sound alike at the end. Recite a new rhyme. Repeat the first rhyming word. See if pupils can give the word that rhymes with it. Continue using different nursery rhymes in lessons until the pupil rhyming words easily.
Developing Color Concepts	Building up the children's curiosity by displaying on the front table a containing a red ball. Say: "I have a surprise to share with you today. Put on your thinking caps. Close your eyes and see if you can guess what it is." Give as many clues as pupils need to determine the contents of the bag. Examples: "It is something small and round. It is made of rubber. If it falls from your hands, it will hit the floor and b down. You can make it roll across the floor. Children love to play with it." Provide an opportunity for pupils to guess after each clue is given. Have the child who guessed correctly reach into the surprise bag and g ball. Ask: "Who can tell me the color of a ball?" Encourage the child to talk in a sentence. Have the children stand in a circle. Bounce the ball to a child who is not wearing red. Say: "Here is a red ball." Let the child bounce the ball back to you and say the same thing. Continue with other pupils who are not wearing red. Bounce the ball to a child who has on something red. Ask the child to tell about the red in his clothing. "I have red in my bl

CHING PROCEDURES

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y rhymes in lessons until the pupils can identify

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s to guess after each clue is given.
ectly reach into the surprise bag and get the rubber

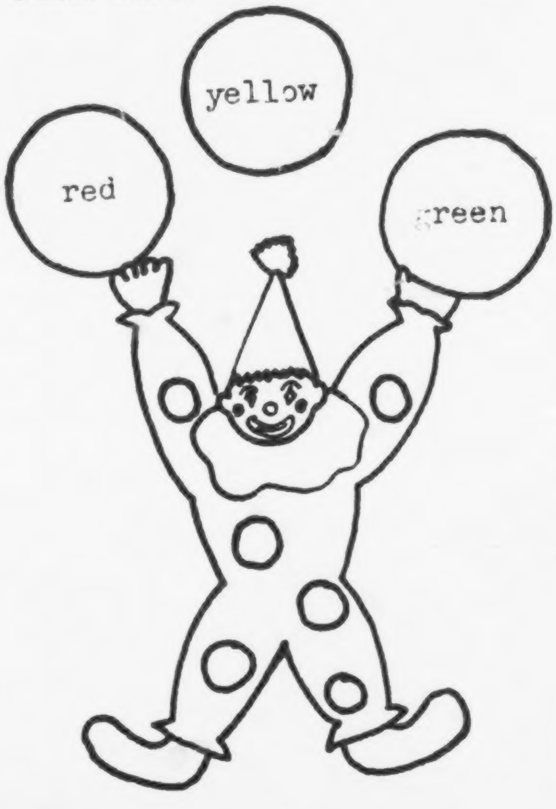
of a ball?"
sentence.
cle.
not wearing red.

k to you and say the same thing.
re not wearing red.
as on something red.
d in his clothing. "I have red in my blouse."

MATERIALS

Surprise bag containing a red rubber ball

Color chart



SKILLS	TEACHING PROCEDURES
	Let the child come to the center of the circle to be the teacher. Have her bounce the ball to each pupil who is wearing red. Have each pupil tell what he has on that is red and bounce the ball * Display the color chart. Discuss briefly what the juggler is doing with the balls. Have a child find the juggler's red ball. Follow the same procedure for yellow and green.
Hearing Rhyming Words	Display a picture of a red bird. Say: "This morning on my way to school I saw a bird sitting on the He was a very pretty bird that was red all over. Do you kno bird I saw?" Provide an opportunity for the children to guess. Say: "On your way to school this morning did you see something t Provide an opportunity for children to tell what they saw. Encourage each child to talk in a sentence. Display the eight pictures of red objects in the order in which they Ask: "Who can tell me about one of my pictures?" Continue with all eight pictures. Encourage each child to say "I see a red __________ ." Ask: "Who can tell me how all of my pictures are alike?" Provide an opportunity for a child to notice that all of the items Say: "I know a poem about these pictures. The name of the poem As I say the poem see if you can find out how each picture he question." Recite the poem. Ask: "What was red in this poem? Why is the title or name a good one?"

TEACHING PROCEDURES

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to each pupil who is wearing red.
he has on that is red and bounce the ball back.

juggler is doing with the balls.
gler's red ball.

rocedure for yellow and green.

d bird.
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etty bird that was red all over. Do you know the name of the

or the children to guess.
hool this morning did you see something that was red?"
or children to tell what they saw.
talk in a sentence.
s of red objects in the order in which they come in the poem.
bout one of my pictures?"
ictures.
say "I see a red ____________."
ow all of my pictures are alike?"
for a child to notice that all of the items pictured are red.
bout these pictures. The name of the poem is 'What is Red?'
see if you can find out how each picture helps to answer that

his poem?
name a good one?"

MATERIALS

Picture of red bird

Word cards with several color words

Objects:
- mentioned in the poem.
- (Each object should be red.)
- fire engine
- apple
- kite
- ribbon
- house
- pencil
- flower
- shirt

SKILLS	TEACHING PROCEDURES
	Say: "I'm going to recite each part of the poem again. Listen carefully so that you will be able to find the picture th part." Permit pupils to indicate the appropriate picture. Guide brief discussions of the meanings of phrases, such as: hea overhead, and garden bed. Recite the poem again. Ask pupils to listen carefully to hear two words in each couplet th the end, or rhyme. Repeat each couplet emphasizing the two rhyming words. Allow the children to identify the words that rhyme. Allow pupils to help say the entire poem using the pictures as prom Make up similar rhymes around other color words.
Building a Vocabulary of Descriptive Words	* Use objects. Have a box with items which the children can touch. Include items that are soft, hard; wet, dry; smooth, rough; heavy, Let several children close eyes and touch soft objects and then hard Ask children to tell how the objects felt. Elicit the words hard and soft.

TEACHING PROCEDURES

o recite each part of the poem again.
fully so that you will be able to find the picture that goes with each

indicate the appropriate picture.
ssions of the meanings of phrases, such as: heavy treads. soars
garden bed.
gain.
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yme.
let emphasizing the two rhyming words.
n to identify the words that rhyme.
lp say the entire poem using the pictures as prompts.

milar rhymes around other color words.

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t are soft, hard; wet, dry; smooth, rough; heavy, light.
ren close eyes and touch soft objects and then hard ones.
ll how the objects felt.
ard and soft.

MATERIALS

Poem: "What Is Red?"

The fire engine is red.
Its wheels have heavy treads.

"An apple is red
And juicy," said Ned.

This big house is red
And belongs to Fred.

Some pencils are red
And have long, thin leads.

A kite may be red.
It soars overhead.

This ribbon is red
On top of my head.

A flower is red
In the garden bed.

This boy's shirt is red,
And his name is Ted.

Gail B. Gee, Teacher
John F. Cook School

Touch box with such things, as:

cotton
wet sponge
smooth wood
feather
stone
dry sponge
bark
paper weight

SKILLS	TEACHING PROCEDURES
	Let children carry the objects to the rest of the class to touch. Place other items which can be classified as hard or soft on a t group appropriately. Have children find things around the room which chould be conside Display pictured items which pupils can identify as hard or soft. Continue developing other words suggested in the same manner as Place objects from the "touch box" on a table. Form teams of two. Direct one person on the team to select an object and let the othe
Developing Concepts about Pairs	Use objects. Show a pair of eyeglasses. Have pupils identify the glasses and tell why people need them. Help pupils realize the importance of taking care of their eyes. Discuss the proper care of glasses and the dangers of using glasse someone else. Show a pair of sunglasses. Let pupils tell when people use dark glasses. Display and identify a pair of binoculars. Explain that these are special glasses. Allow a child to experiment with the binoculars and to tell the rest he discovered about them. Remind pupils of the necessity of taking precautions when placing eyes. Show children how to clean lenses with a swab of cotton moistened Provide an opportunity for several children to discover the sp binoculars.

EACHING PROCEDURES	MATERIALS
jects to the rest of the class to touch. can be classified as hard or soft on a table for pupils to around the room which chould be considered hard or soft. ich pupils can identify as hard or soft. words suggested in the same manner as pupils are ready. ouch box" on a table. team to select an object and let the other tell how it feels.	Pictures with things which appear to be: soft smooth hard rough wet heavy dry light
s. glasses and tell why people need them. nportance of taking care of their eyes. of glasses and the dangers of using glasses which belong to s. le use dark glasses. ir of binoculars. ecial glasses. ent with the binoculars and to tell the rest of the class what hem. cessity of taking precautions when placing things over their an lenses with a swab of cotton moistened with alcohol. for several children to discover the special attributes of	Eyeglasses for reading Sunglasses Binoculars Swab of cotton Alcohol in a wide-mouthed container

SKILLS

TEACHING PROCEDURES

Be sure each child cleans the lenses before using the glasses.
Allow class members to use the binoculars during free time.
how to clean lenses.

Use pictures and objects.

Show pictures of pairs in which there are two separate obj
socks, gloves, earrings, and boots.
Say: "I have some pictures of things that come in twos, or
picture tell us what pair you see."
Be sure children use the words a pair of naturally and without
Ask: "How many shoes are in a pair?
How many socks? gloves? boots?"
Show pairs in which there are two parts, such as: pants, paja
ers, tweezers, binoculars, scissors.
Ask: "How many eyes have you?"
Hold up the eyeglasses.
Show pupils how a part fits over each eye.
Guide pupils in understanding that some pairs have two parts.
Provide an opportunity for pupils to identify the items display
Be sure pupils use the words a pair of.
Give each child a picture of an item for which the words a pair
Use some pictures in which there are two items and some pict
has two parts.
Ask children to speak in sentences and to vary the way they be
Ask pupils to bring in their own pictures of pairs to share with

* Give pupils pictures which may or may not necessitate the use
Provide opportunity for children to discriminate as to when
when the words are not suitable.

TEACHING PROCEDURES

:leans the lenses before using the glasses.
:rs to use the binoculars during free time, as soon as they know
ses.

ts.

pairs in which there are two separate objects, such as: shoes,
earrings, and boots.
pictures of things that come in twos, or in pairs. As I show a
what pair you see."
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oes are in a pair?
ks? gloves? boots?"
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binoculars, scissors.
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icture of an item for which the words a pair of are used.
in which there are two items and some pictures in which an item

eak in sentences and to vary the way they begin them.
in their own pictures of pairs to share with the class.

s which may or may not necessitate the use of the words a pair of.
y for children to discriminate as to when a pair of is needed and
are not suitable.

MATERIALS

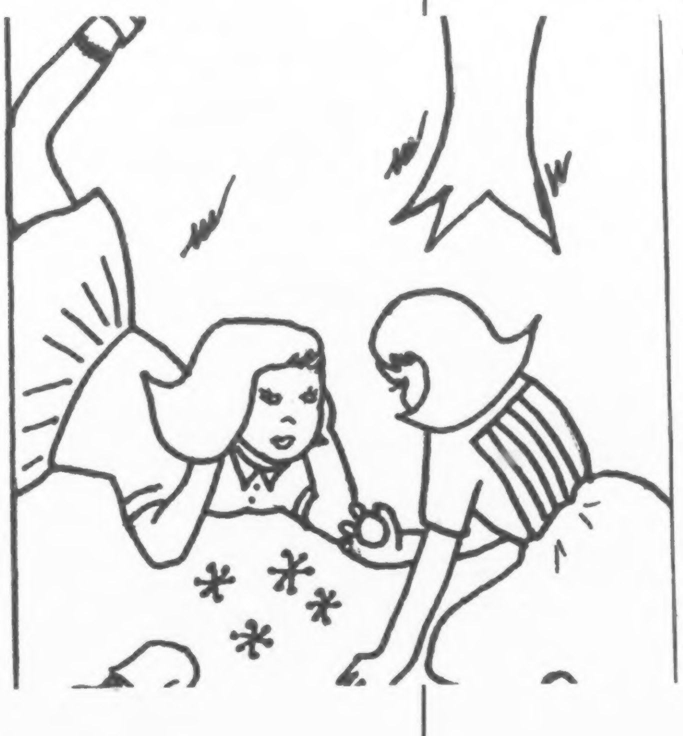
Pictures of pairs in which there are two items:

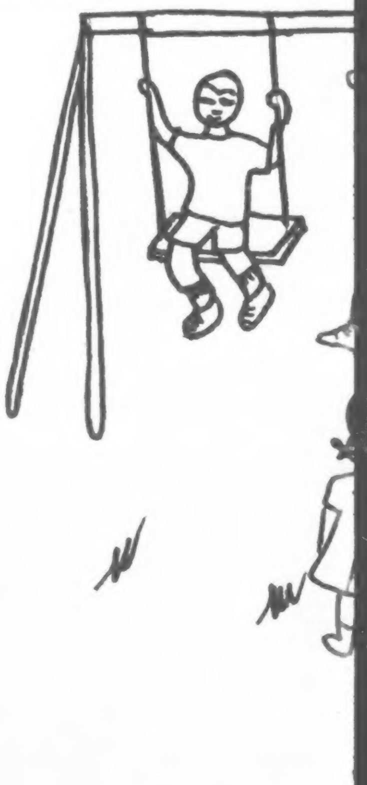
shoes
socks
stockings
boots
rubbers
gloves
mittens
earrings
ear muffs
galoshes

Items and pictures of things with two parts:

doll clothing
slacks
overalls
pajamas
shorts
eyeglasses
sunglasses
binoculars
tweezers
scissors

SKILLS	TEACHING PROCEDURES
Developing a Vocabulary of Words Which Indicate Position	*Use pictures. Show pictures which illustrate words, such as: up, down; in, out; before, after; first, last Ask questions, such as: Which child is first? Last? Which top is in the box? Where is the squirrel? What happened to his nut? Which number is before 3? Which number is after 3?
Remembering Pertinent Information and Recalling Details	Use pictures. Place three pictures on the chalkboard. Example: Show three pictures of children playing. Let each picture depict a different play activit Tell a short story about one of the pictures. Say: "The children are playing. The boys are swinging. A little girl is looking at them."





TEACHING PROCEDURES

ustrate words, such as:
before, after; first, last
:
? Last?
box?
el?
s nut?
fore 3?
ter 3?

n the chalkboard.
three pictures of children playing.
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about one of the pictures.
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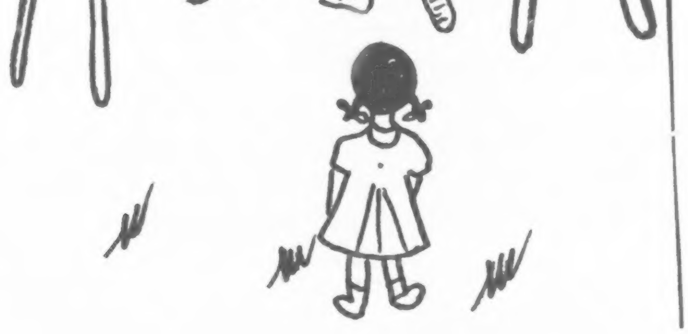
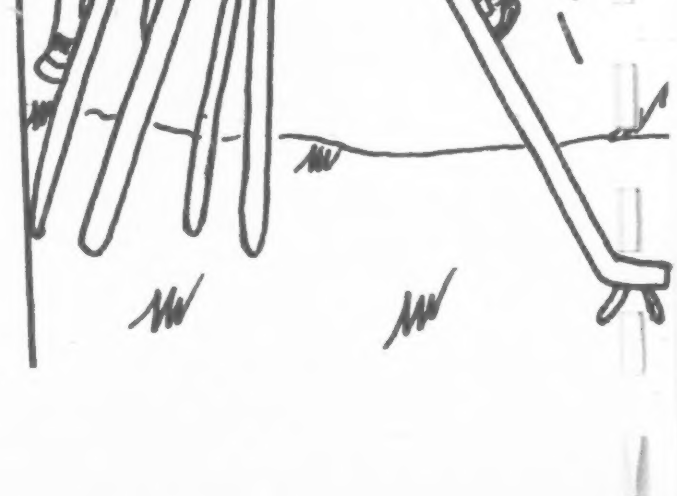


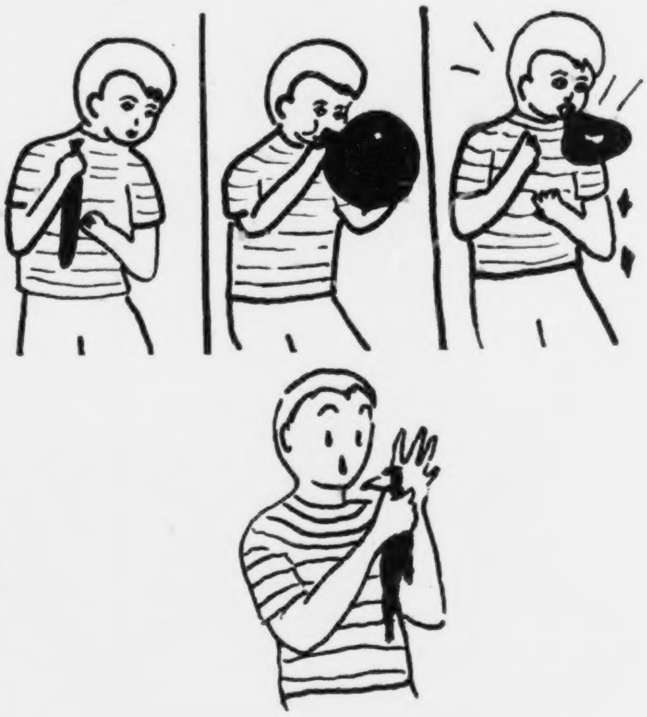
MATERIALS

Large pictures illustrating position and direction; or smaller pictures and an opaque projector; or teacher-made transparencies and overhead projector
Commercial transparencies illustrating up, down, in, out, first, last, before, after

Sets of pictures might revolve around activities pertaining to
grooming household duties
recreation safety
community services
farm life



SKILLS	TEACHING PROCEDURES
	Ask the pupils to find the picture talked about. Have pupils recall why this picture was selected by them. Add lessons which increase in difficulty in terms of detail and vocabulary
Drawing Conclusions	* Use sets of pictures of familiar situations. Place 3 pictures in the pocket chart. Give a sentence about each picture. Say: "Billy had a balloon. He blew it up. The balloon got very, very big. What do you think happened then?" Allow pupils to express their ideas explaining in detail reasons for the Present a fourth picture showing the answer. Have a pupil tell what really happened. Let pupils who guessed the correct answer stand. Continue in similar manner with another set of pictures. Vary by asking children questions about each picture. Let pupils retell the whole story.

TEACHING PROCEDURES	MATERIALS
ne picture talked about. this picture was selected by them. ease in difficulty in terms of detail and vocabulary. niliar situations.	Two or three sentence stories for each set of pictures
pocket chart. ach picture. oon. ery, very big. k happened then?" ss their ideas explaining in detail reasons for their answers. re showing the answer. really happened. i the correct answer stand. anner with another set of pictures. n questions about each picture. hole story.	Sets of pictures that tell a story. Pictures may be teacher-made, as: 

SKILLS	TEACHING PROCEDURES
Building Vocabulary about Our School	Use direct experiences. Take pupils on trips: to the principal's office to the lunchroom to the auditorium to the health room to the boiler room to a building site Provide vocabulary and meaningful concepts about each pl Have pupils discuss what they have found out about these p Examples:
Building, Enriching, and Expanding Vocabulary	Take pupils on a trip to the auditorium. Say: "This is the auditorium. We come here to see and h who have something special for us to hear and enjoy. Allow pupils to walk across the stage. Help them understand that this raised platform makes it see what is taking place. Allow children to walk down the aisle and into a row of se Establish the idea that it is important to move across the won't have to pass in front of others. Help pupils understand that the folding chairs make it ea of seats. Display a microphone and let pupils discover how it make Help them find out how the loud speaker sends out soun room. Ask questions which require use of new words in response Allow pupils to name different things or parts of the audi or how they would be used.

EACHING PROCEDURES

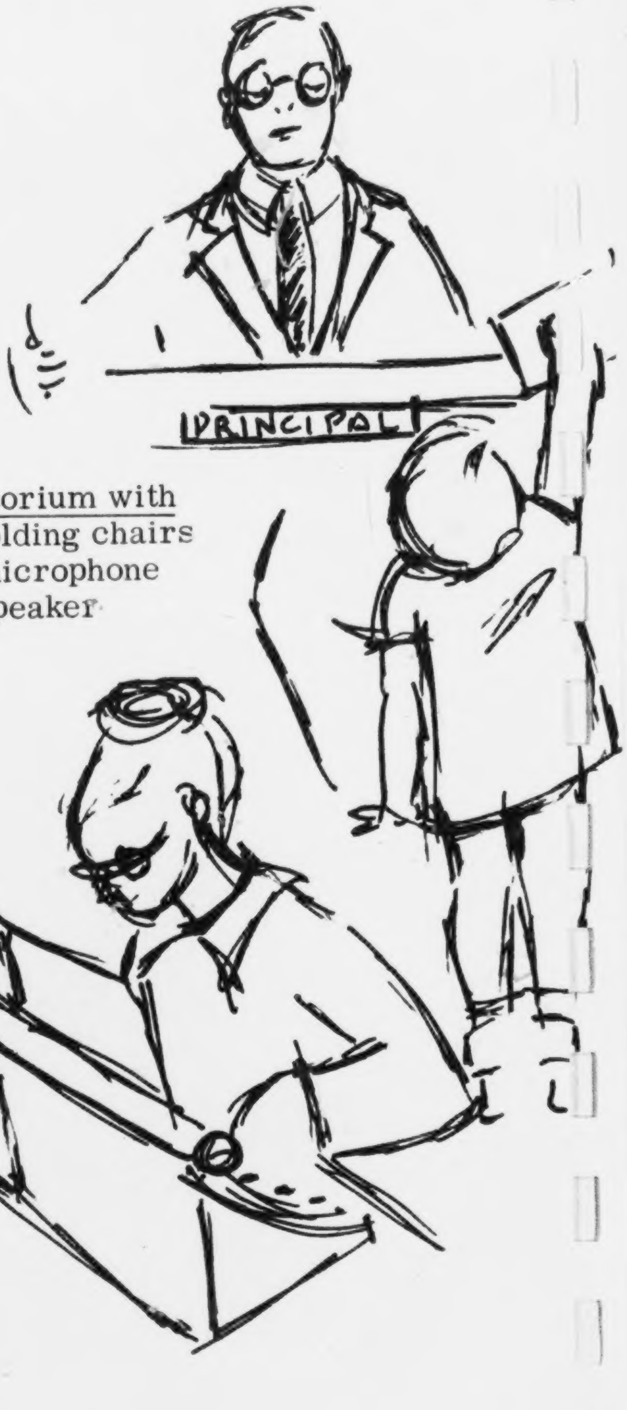
eaningful concepts about each place.
they have found out about these places.

e auditorium.
ium. We come here to see and hear grown-ups or children
special for us to hear and enjoy."
ss the stage.
at this raised platform makes it easier for the audience to
ce.
wn the aisle and into a row of seats.
s important to move across the row so that those following
front of others.
hat the folding chairs make it easier to walk through a row

let pupils discover how it makes the voice bigger.
he loud speaker sends out sounds to different parts of the

ire use of new words in response.
erent things or parts of the auditorium and tell when, why,
sed.

MATERIALS



Auditorium with
folding chairs
microphone
speaker

SKILLS	TEACHING PROCEDURES
	Take children for a walk to the Health Room. Show them the scales. Allow pupils to share concepts which they already have about the u Demonstrate how heights are found and how children are weighed. Explain the importance of stepping on paper towels rather than dir Ask pupils to come prepared to have heights and weights taken o Remind pupils of the importance of keeping feet and socks clean. Identify first aid equipment giving appropriate names and brief desc Encourage pupils to tell about occasions on which they have receiv use of some of these items.
Learning about Our School Family Selecting and Recalling Pertinent Information	Use direct experiences. Invite members of the school family to come and to introduce thems Tape sketches presented by each visitor. Replay the tape after each visit to review responsibilities. Ask questions which will help fasten the duties of each person in the Allow pupils to draw or paint pictures showing the "relationship" be and their school family. Examples: a child being weighed by the school nurse a child in the classroom being helped by his t the custodian bringing milk for children in a c Provide an opportunity for pupils to role-play "being" the mem family.

TEACHING PROCEDURES	MATERIALS
lk to the Health Room. oncepts which they already have about the use of scales. hts are found and how children are weighed. of stepping on paper towels rather than directly on the scale. repared to have heights and weights taken on a specified day. mportance of keeping feet and socks clean. ment giving appropriate names and brief descriptions of usage. ll about occasions on which they have received aid through the e items.	Scale Paper towels First aid kit with absorbent cotton alcohol band-aids adhesive tape gauze bandages medicine eye dropper tongue depressors Vision chart
school family to come and to introduce themselves to the class. ted by each visitor. ach visit to review responsibilities. ill help fasten the duties of each person in the children's minds. r paint pictures showing the "relationship" between themselves mily.	Tape, tape recorder Suggested information to be given by guests: name position place of work ways they help boys and girls materials or equipment with which they work knowledge and skill needed (expressed on children's level)
child being weighed by the school nurse child in the classroom being helped by his teacher he custodian bringing milk for children in a class ty for pupils to role-play "being" the members of the school	Drawing paper Crayons or paints and paint brushes

SKILLS	TEACHING PROCEDURES
Recalling Pertinent Information in Order to Role-Play	Place a sign in front of a pupil and allow him to be the person ind Give members of the class messages to deliver to various "schoo State messages, at first, in the words which the pupils will use. Example: "John, please take a message to the principal. Say: Excuse me, Mrs. Brown. I am in Miss Jone like you to visit our room this week to see o State messages naturally later on, and encourage pupils to rephr of the person to whom they will be speaking.
Recalling and Rephrasing Messages	Teacher's message: "John, please tell Mrs. Green that health record." Possible restatement of message by a child: "Excuse me, Mrs. Green, Miss Jo does not have my health record." Help children to substitute proper pronouns, verb forms, and indi direct ones. Have children practice converting sentences. Let pupils practice using the proper inflections which reflect the teacher. Remind pupils to add their own expressions of politeness, such as: you. Have the class listen to determine whether the message was acc whether pupils were polite. Take pictures of guests and of children in the role-playing

TEACHING PROCEDURES	MATERIALS
a pupil and allow him to be the person indicated on the sign. ass messages to deliver to various "school personnel." , in the words which the pupils will use. please take a message to the principal. xcuse me, Mrs. Brown. I am in Miss Jones' class. We would ke you to visit our room this week to see our paintings." lly later on, and encourage pupils to rephrase them in terms m they will be speaking. ge: "John, please tell Mrs. Green that I do not have your health record." te- by "Excuse me, Mrs. Green, Miss Jones said that she does not have my health record." ute proper pronouns, verb forms, and indirect quotations for converting sentences. ing the proper inflections which reflect the politeness of the eir own expressions of politeness, such as: excuse me, thank to determine whether the message was accurately delivered; polite. guests and of children in the role-playing situations.	Cards with names of school workers Camera

SKILLS	TEACHING PROCEDURES
Developing Time Concepts Building Vocabulary	Use poetry. Read or say the poem, "Tick Tock." Ask: "What did you hear the clock saying? In the poem what is it time for?" Encourage pupils to use the phrase it's time for in their answer. Allow children to tap pencils on desks in the rhythm of the po repeated. Ask children to listen to the poem, "Goodness Me" to find out son might include in a time schedule for ourselves when we are at Ask children to pantomime activities suggested by the poem and afte to ask, "What time is it?" Permit members of the class to give sentences telling what it is t Encourage answers, such as: It's time for breakfast. It is time to eat breakfast. It is time to clean our teeth. It's time to clean up. It's time for play. It's time to play. Help pupils plan a schedule of things to do at school during the da Encourage sentences, such as: We will learn new sounds. We will read Our Big Book. We will have number. We will have a work period. Make a picture chart showing Our Plans.

EACHING PROCEDURES

k Tock."
e clock saying?
time for?"
phrase it's time for in their answer.
ncils on desks in the rhythm of the poem as the poem is

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schedule for ourselves when we are at home.
activities suggested by the poem and after each pantomime
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e of things to do at school during the day.
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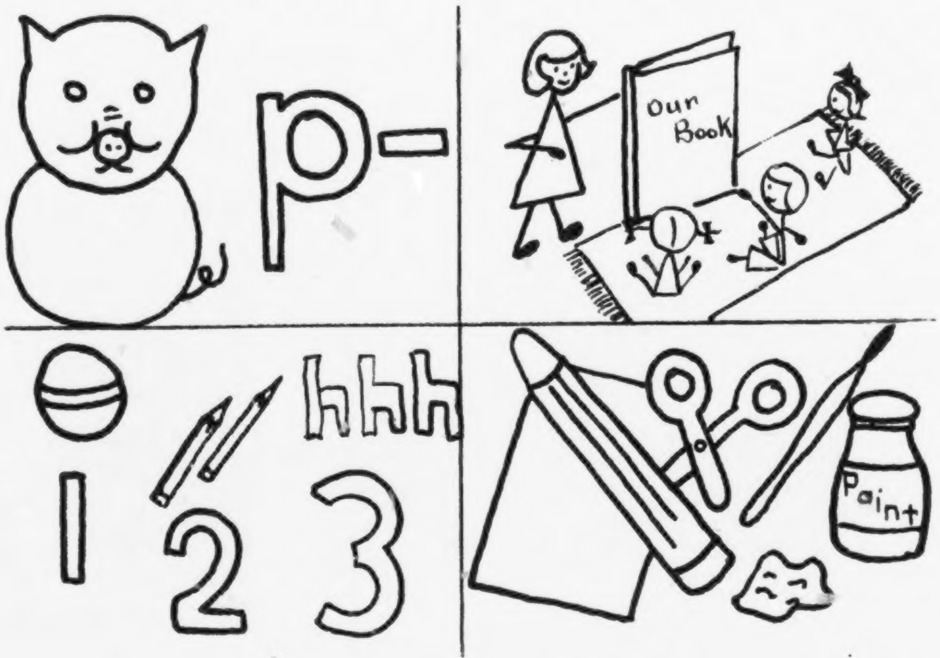
ng Our Plans.

MATERIALS

Poetry references:

Scott, Louise Binder and Thompson, J. J. Talking Time. New York: Webster Division McGraw-Hill Book Company, 1951. p. 158. "Tick, Tock."

Aldis, Dorothy, All Together. New York: G. P. Putnam's Sons, 1925 and 1952. p. 26. "Goodness Me."



SKILLS

TEACHING PROCEDURES

Use pictures.

Show a picture of a family eating breakfast.
Provide an opportunity for children to talk freely about what i
picture.
Discuss the importance of eating a good breakfast.
Ask pupils what time of day it must be.
Have children suggest other activities which take place in the mor
Show a picture of children at lunch.
Encourage pupils to tell what time of day it is.
Help pupils realize that lunchtime at school is at 12 o'clock or at n
Guide pupils in recognizing the ingredients of a good lunch.
Present a picture of a family at dinner.
Discuss the occasion and the idea that dinner is usually in the eve
after noon.

Use direct experiences.

Show the children a large instructional clock with movable hands.
Allow pupils to share ideas about clocks and their uses.
Help pupils identify the face and hands of the clock.
Help children read the numbers on the face of the clock.
Guide children to notice the difference in the hands of the clock.
Show pupils the direction in which hands on a clock move.
Establish the meaning of clockwise.
Place the long hand on 12.
Explain that the long hand of the clock is always on 12 when it i
Help pupils understand that the term o'clock is used when we spea
Show pupils how the short hand is used to show the hour.
Let pupils move the short hand around the clock clockwise and na

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TEACHING PROCEDURES	MATERIALS
nily eating breakfast. ity for children to talk freely about what is happening in the e of eating a good breakfast. of day it must be. other activities which take place in the morning. dren at lunch. ell what time of day it is. at lunchtime at school is at 12 o'clock or at noon. nizing the ingredients of a good lunch. family at dinner. and the idea that dinner is usually in the evening or some time	Pictures: family eating breakfast children eating lunch family at dinner
rge instructional clock with movable hands. ideas about clocks and their uses. e face and hands of the clock. e numbers on the face of the clock. ice the difference in the hands of the clock. tion in which hands on a clock move. of clockwise. n 12. hand of the clock is always on 12 when it is exactly the hour. d that the term o'clock is used when we speak of an exact hour. hort hand is used to show the hour. hort hand around the clock clockwise and name each hour.	Instructional clock with movable hands.

SKILLS

TEACHING PROCEDURES

Be sure pupils speak in sentence and use the term o'clock.
Mark a circle on the floor.
Fill in the hours and have pupils walk the hours.
Have various pupils move to the right or clockwise and tell the h
Let children move to the left or counter-clockwise, later.

Use nursery rhymes.

Show a picture of a child rushing to school.
Ask: "Where do you think the boy is going?
Why do you think he is rushing?
At what time should we get to school?"
Explain that someone who works very hard at school and learns
reading may be called a scholar.
Read the rhyme, "A Diller, A Dollar."
Ask: "At what time did this little boy usually arrive at school?
At what time was the boy beginning to arrive?"
Place the long hand of the clock on the 12 for the children.
Ask a child to move the short hand clockwise around the face of t
time that the boy usually arrived at school; the hour at whi
arriving.
Permit a child to show and tell when he must be at school.
Help pupils understand that hours before 12 o'clock are morning
Ask pupils if they know a word which means 12 o'clock in the mi
Help pupils associate the word noon with 12 o'clock.

Show a picture of a grandfather clock.
Say: "Does anyone know what we call a clock like this?
How is this clock different from most clocks which we see?

TEACHING PROCEDURES	MATERIALS
ak in sentence and use the term o'clock. e floor. d have pupils walk the hours. s move to the right or clockwise and tell the hour. to the left or counter-clockwise, later.	
child rushing to school. u think the boy is going? ink he is rushing? should we get to school?"	Picture: child rushing to school
ne who works very hard at school and learns a great deal through called a scholar. A Diller, A Dollar." e did this little boy usually arrive at school? was the boy beginning to arrive?"	Arbuthnot, May H., compiler. Time for Poetry, Revised. Fair Lawn, New Jersey: Scott, Foresman and Co., 1952, 1961. p. 126.
d of the clock on the 12 for the children. e the short hand clockwise around the face of the clock to show the oy usually arrived at school; the hour at which he was currently show and tell when he must be at school. tand that hours before 12 o'clock are morning hours. know a word which means 12 o'clock in the middle of the day. ate the word noon with 12 o'clock.	Instructional clock with movable hands.
grandfather clock. know what we call a clock like this? lock different from most clocks which we see?"	Picture of grandfather clock.

SKILLS	TEACHING PROCEDURES
	Guide pupils in realizing that grandfather clocks are seldom used Tell pupils that the clock in the rhyme which they will hear is a gr Say the rhyme, "Hickory Dickory Dock." Ask pupils to tell what time the clock struck. Provide an opportunity for a child to show this time on the clock. Ask: "Is 1 o'clock before noon or after noon?" Help pupils find and name other hours in the afternoon.
Interpreting a Rhyme	Say the rhyme, "Hickory Dickory Dock." Have the children clap hands one time on the word one. Encourage pupils to say the rhyme with the teacher and to clap a time. Use a metronome, if one is available, to set the rhythm of a clock Have the class say "tick tock" in rhythm with the metronome. Divide pupils into two groups after they know the rhyme quite well. Have one group say the poem while the other group keeps the rhythm "tick tock." Choose a tall child to be the grandfather clock and a small chil Encourage pupils to give suggestions about how the mouse could and down the clock. Guide pupils in considering the idea of going around the clock in on time the mose goes up, and in the other direction as the mouse Review the words clock-wise and counter-clockwise. Provide opportunity for pupils to pantomime this activity as the clas Divide the class into the two groups, one to recite the rhyme; one to Add the pantomime. Let the group saying "tick tock" use rhythm sticks to accompany th

CHING PROCEDURES

grandfather clocks are seldom used by families now.
e rhyme which they will hear is a grandfather clock.
ry Dock."
clock struck.
ld to show this time on the clock.
or after noon?"
hour in the afternoon.

ry Dock."
e time on the word one.
hyme with the teacher and to clap at the appropriate

ilable, to set the rhythm of a clock ticking.
n rhythm with the metronome.
fter they know the rhyme quite well.
hile the other group keeps the rhythm with the words,

grandfather clock and a small child to be the mouse.
estions about how the mouse could pretend to run up

idea of going around the clock in one direction at the
in the other direction as the mouse comes down.
nd counter-clockwise.
to pantomime this activity as the class says the poem.
ups, one to recite the rhyme; one to say, "Tick tock."

" use rhythm sticks to accompany their words.

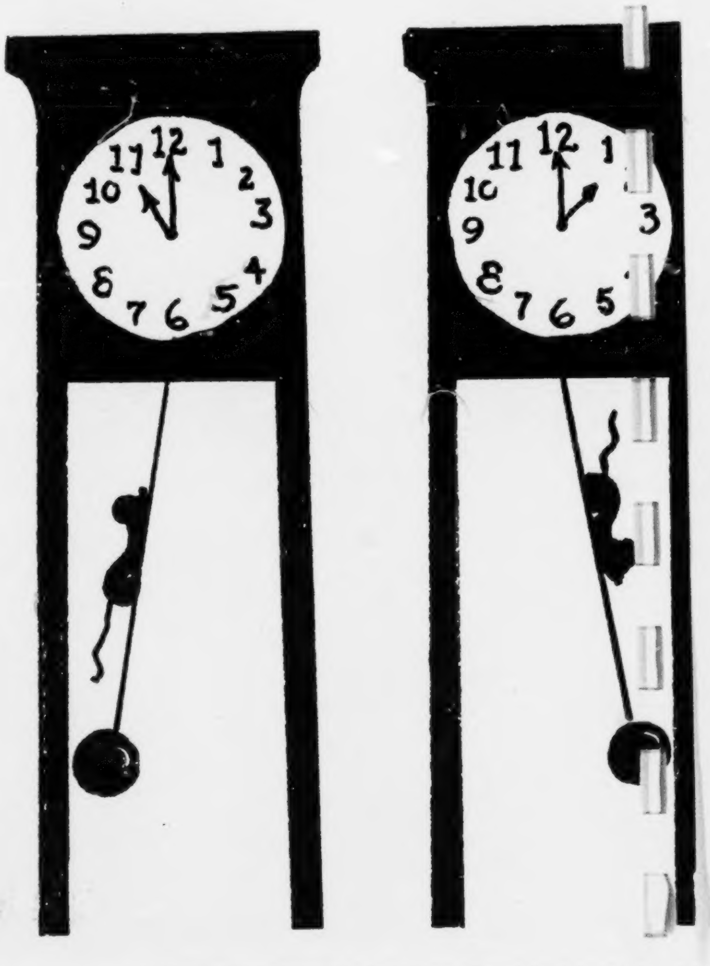
MATERIALS

Arbuthnot, May H. Compiler, Time for Poetry. Fair Lawn, New Jersey: Scott, Foresman and Co., 1952, 1961. p. 116

Instructional clock with movable hands.

For dramatization, refer to:
Music Curriculum, p. 58

Metronome



SKILLS	TEACHING PROCEDURES
	Have a child strike a triangle or xylophone on the word one i struck one."
	* Use a picture story.
Enjoying and Interpreting Pictures	Share the book, Let's Take a Walk with the pupils.
	Invite a discussion of the place and setting of the picture story
	Lead the pupils to observe the illustrations, discuss, and disc
	The children live in the city.
	City children live in houses, apartments, or rooms.
	There are five children who go for a walk from First St
Formulating and Organizing Ideas	Encourage pupils to frame their thoughts as they read the pictu in their own words.
	Record their story in sequence.
Developing Concepts of Ordinal Numbers	Discuss the number concepts found through the use of ordi signs, and the sequential order of the city streets.
	Have pupils note the progression of numbers on homes and sto
	Allow sharing of personal pupil experiences with walks.
Developing Spontaneous Ideas	Elicit their observations of urban life in their neighborhood.
	Permit comparisons to be made between the story setting and th settings.
	Ask pupils to decide these points concerning the story:
	the season of the year
	the time of day
	the possible location of the children's parents
	the ages and grades of the children.
	Ask pupils if they would enjoy a class-walk in the neighborhood fall.
	Take a November neighborhood walk.
Planning and Organizing Details	Plan with the class these points:
	Why are we going?
	Where shall we walk?
	When shall we go?

EACHING PROCEDURES

angle or xylophone on the word one in the line, "The clock

ke a Walk with the pupils.
place and setting of the picture story.
the illustrations, discuss, and discover that:
e city.
ouses, apartments, or rooms.
en who go for a walk from First Street to Twelfth Street.
their thoughts as they read the pictures and tell the story

uence.
cepts found through the use of ordinal numbers on street
ial order of the city streets.
ression of numbers on homes and stores.
pupil experiences with walks.
of urban life in their neighborhood.
made between the story setting and their own neighborhood

points concerning the story:
ear

on of the children's parents
s of the children.
njoy a class-walk in the neighborhood to notice the signs of

rhood walk.

se points:

lk?

MATERIALS

Heller, Aaron. Let's Take a Walk.
N. Y.: Holt Rinehart and Winston,
1963.

Lenski, Lois. I Went for a Walk.
N. Y.: Henry Z. Walck, 1958.

SKILLS	TEACHING PROCEDURES

What shall we notice?
Whom may we see?
What may we hear and smell?

Map the route on chart paper.
List sights for which to watch carefully.
Use pictures depicting fall sights and activities to stimulate planni
Lead pupils to anticipate the changes since summer that they r
- in the activities of the birds (no nest building)
- children, (few on the street) and adults.
- in the weather (temperature)
- in people's wearing apparel

Review trip manners before the walk.
Ask: "How can we be helpful during our walk to be sure it is pleas
Help pupils to formulate standards of conduct for themselves, such a

Helping is . . .
- acting pleasant on our trip
- lightly holding a partner's hand
- keeping to the right on the sidewalk
- saying excuse me, should we walk on someone's foot
- falling in and out of line quickly
- letting shorter people stand in front of us
- remembering to listen and learn as we walk.

This idea and format are from the delightful little book list

CHING PROCEDURES

smell?

carefully.
ghts and activities to stimulate planning.
e changes since summer that they may expect to find:
is (no nest building)
et) and adults.
re)
el

walk.
uring our walk to be sure it is pleasant for everyone?"
ds of conduct for themselves, such as:

p
s hand
e sidewalk
we walk on someone's foot
uickly
nd in front of us
d learn as we walk.

re from the delightful little book listed here.

MATERIALS

Pictures:
- brightly colored falling leaves
- squirrels gathering nuts
- sweeping and piling leaves
- fall house cleaning (window washing)
- pumpkins in grocery store
- insect cocoons
- people and their clothing
- raking leaves
- fall's flowers
- berries and seeds

Chart paper
Felt pen

Cilleo, Alma, Helping Is . . . Elgin, Ill.: David C. Cook Publishing Co., 1964.

SKILLS	TEACHING PROCEDURES
Following-up a Trip	Make use of stories, poems, reports, and audio-visual aids to re of the trip. Allow children to express themselves in relating and interpre learned. Record the reactions to the trip. Encourage the "why" and the "how" so that pupils may develop de and learn to establish relationships.
Building Concepts about the Farm	* Display a picture of a farm scene. Encourage children to tell about the picture. Ask: "How many have ever been on a farm? Will you tell us about it?" Ask additional questions if pupils need help in organizing their th What animals did you see? What buildings were there? What foods were grown? Tell us how you had fun. Tell us about anything which you did to help. Provide opportunity for pupils to pretend to be various animals they do or by making the sounds of the animals. Ask members of the class to find the animal in the picture which th Discuss buildings and activities on the farm that are indica picture.

TEACHING PROCEDURES	MATERIALS
ns, reports, and audio-visual aids to reinforce the findings ss themselves in relating and interpreting what they have	Public Schools of the District of Columbia. Catalogue of Audio-visual Materials. Washington, D. C.: Board of Education, 1964.
he trip. the "how" so that pupils may develop depth in their thinking relationships.	Filmstrip: 1077 In Autumn
m scene. l about the picture. er been on a farm? ut it?" if pupils need help in organizing their thoughts. see? here? n? un. which you did to help. pupils to pretend to be various animals either by moving as he sounds of the animals. to find the animal in the picture which the child is imitating. ctivities on the farm that are indicated by the displayed	National Dairy Council. Dairy Farm Panorama Kit. Chicago: 1964 or Large pictures of farm scenes

SKILLS	TEACHING PROCEDURES
	Use films: Guide a discussion of kinds of animals which could be seen on a fa Allow pupils to indicate which of the farm animals they would choos lived on a farm. Show the film, "Farm Babies and Their Mothers." Ask pupils to watch for additional farm animals.
Perceiving Relationships	*Use pictures:
Building Vocabulary	Place pictures of animal mothers in the pocket chart. Have pupils name the animals and tell things which they know a such as their sounds, homes, use. Show a picture of a baby animal. Give its name. Have someone find the animal that could be the mother. Have the baby animal placed next to its mother. Continue in a similar manner until the names of all the babies hav and all babies have been put next to mothers. Remove two of the mothers but leave all of the babies. Ask pupils to tell which mothers are missing. Help children realize that looking at the babies helped them kn were missing. Repeat the same procedure removing a different set of two. Take babies away, two at a time, but leave mothers. Have children tell which babies are missing. Remind children when necessary of the correct names of the baby Let children draw pictures of mother and baby farm animals.

CHING PROCEDURES

animals which could be seen on a farm.
of the farm animals they would choose for a pet if they

and Their Mothers."
onal farm animals.

hers in the pocket chart.
als and tell things which they know about the animals,
es, use.
al.

that could be the mother.
next to its mother.
r until the names of all the babies have been presented,
ut next to mothers.
ut leave all of the babies.
ers are missing.
looking at the babies helped them know which mothers

emoving a different set of two.
ime, but leave mothers.
es are missing.
ary of the correct names of the baby animals.
f mother and baby farm animals.

MATERIALS

Public Schools of the District of Columbia: Catalogue of Audio-Visual Materials. Washington, D. C.: Board of Education, 1964.

Film:
755 Farm Babies and Their Mothers

Pictures:

cow	calf
horse	colt
sheep	lamb
pig	piglet
hen	chick
cat	kitten

Pocket chart
or
Pictures of farm animals published by:
Society for Visual Education, 1345 Diversey Parkway, Chicago.

SKILLS | TEACHING PROCEDURES

Using Discovery to Enrich Vocabulary

Use a "Mystery Bag."

Place the gaily decorated "Mystery Bag" of concealed apples in a in the room, before the pupils arrive for the day.
Invite the pupils to try to discover the contents of the bag.
Advise them that they may touch the bag and that their guesses ar answered later during their language period.

Initiate the lesson with a question, such as:
"Do you think you have discovered the contents of this bag?"
Guide the pupils to respond in complete sentences, as:
"I think it's a ball."
"Those are peaches."
Arrange the apples on a low table after the pupils have guessed cor
Lead the pupils to discover the:

colors ____	red, yellow, green ____	through observation
shape ____	nearly round ____	by holding in hands
feel ____	firm, smooth, round ____	by manipulation

Repeating Sentence Patterns

Caution children to listen attentively to "structured language."
Say: "How did the apple feel?"
The apple felt firm.
It felt round.
It felt smooth."

Emphasize with the pupils the use of descriptive words by structur indicated, for them to repeat after you.
Allow concert recitation of the patterned language.
Move to individual pupils for individual responses of the same patt

ACHING PROCEDURES

'Mystery Bag" of concealed apples in a conspicuous spot
pupils arrive for the day.
scover the contents of the bag.
touch the bag and that their guesses and queries will be
eir language period.

estion, such as:
iscovered the contents of this bag?"
in complete sentences, as:

table after the pupils have guessed correctly.
the:
ow, green ____ through observation
und ____ by holding in hands
ooth, round ____ by manipulation

ttentively to "structured language."
feel?"
n.

he use of descriptive words by structuring sentences, as
epeat after you.
the patterned language.
or individual responses of the same patterned responses.

MATERIALS

Gaily decorated bag with means to fasten it securely

Apples — red, yellow, green for manipulative purposes, for cutting and eating

Tray
Napkins
Knife

SKILLS	TEACHING PROCEDURES
Using Discovery to Enrich Vocabulary	Cut the apples to be eaten into wedges. Arrange them attractively on a tray with napkins. Invite the pupils to serve themselves a wedge of the fruit. Demonstrate the cafeteria-type of service. Stress these social amenities: orderly line formation politeness to one another taking proper turns touching only that piece of fruit which will be chosen moving through the line quickly Direct the attentions of the pupils to the smell of their fruit. Build vocabulary around the smell, the taste, and the structur such words as: peel- thin, chewy, stiff, tough, smooth, the color pulp- moist, juicy, wet, sweet, tart, runchy, g the part we eat, white core- in the center, holds seed pods, papery seeds- small, dark, hard, discarded, many Allow the pupils to eat the fruit. * Review and clarify the new vocabulary with a "game," as "Nar Ask pupils to identify and describe the parts of an apple as the
Using Clues to Associate Words with Their Meanings	Guide pupils in thinking of riddles about apples, as: It is crunchy and white. What is it? It is in the center of the apple. What is it?

ACHING PROCEDURES

MATERIALS

o wedges.
a tray with napkins.
mselves a wedge of the fruit.
pe of service.
:

f fruit which will be chosen
uickly

upils to the smell of their fruit.
smell, the taste, and the structure of the fruit to include

y, stiff, tough, smooth, the color
cy, wet, sweet, tart, runchy, grainy, mellow, firm,
e eat, white
er, holds seed pods, papery
k, hard, discarded, many

uit.
ocabulary with a "game," as "Name and Tell."
scribe the parts of an apple as the teacher touches them.

iddles about apples, as:
What is it?
apple. What is it?

SKILLS | TEACHING PROCEDURES

Expanding Vocabulary

Build additional and related lessons about fruits and develop voca

bananas-	yellow, green	peel, thick-skinned soft, firm, mushy,
pears-	golden, green, yellow	mellow, crisp
oranges-	orange, green, yellow	circular, citrus, pit
lemons-	yellow	sour, tart, biting,
grapefruit-	yellow, green, pink	seedless, many see
lime-	green	tangy, sour, bitter
blueberries-	dark blue	small

Perceiving Relationships of Class and Origin

Set the stage for this lesson by showing pictures of Peter Rabbit
Gregor's garden and the Little Pig, from "The Three Pigs,"
Review fruit names using felt cut-outs of fruits.
Guide the pupils in a brief discussion of each fruit.
Remind them to use the developed vocabulary.
* Encourage pupils to designate on which kind of living thing each fr
Clarify thinking with pictures of fruit on trees and bushes and on

Making Comparisons

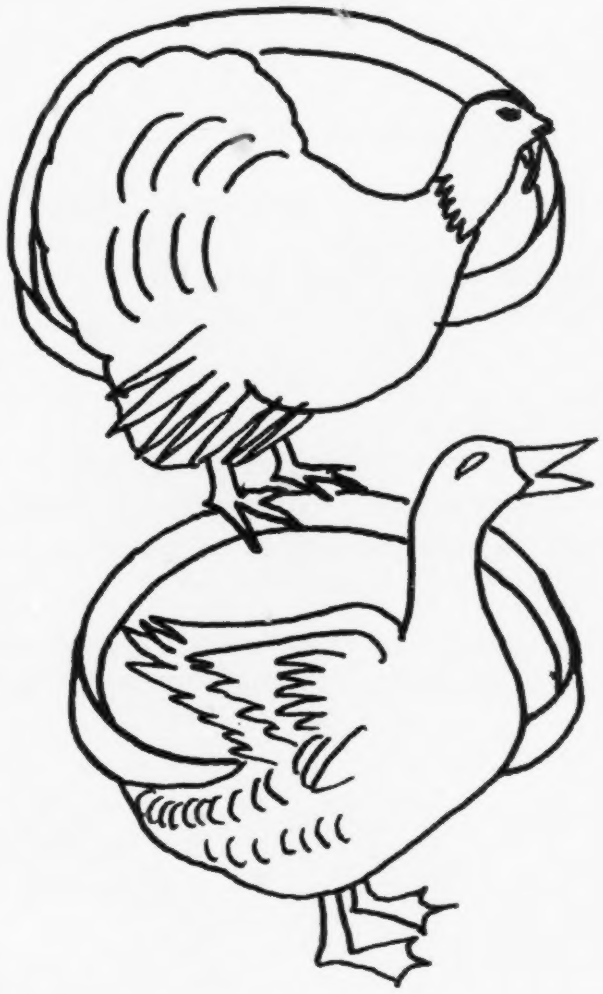
Place on the flannel board a felt tree, a bush, and a banana plant
Discuss the differences between the three, such as height, sha
Include in the vocabulary such words as:

roots	trunk	stem	leaves
taller than,	shorter than,	higher than,	lower than
larger than,	smaller than		

TEACHING PROCEDURES	MATERIALS
d lessons about fruits and develop vocabulary as: , green peel, thick-skinned soft, firm, mushy, ripe , green, yellow mellow, crisp e, green, yellow circular, citrus, pithy, delicious, juicy sour, tart, biting, oily peel , green, pink seedless, many seeds, sections, rind tangy, sour, bitter lue small	Bananas, oranges, pears, blueberries, cherries, lemons, limes, grapefruits
on by showing pictures of Peter Rabbit digging in Mr. Mc- the Little Pig, from "The Three Pigs," gathering apples. felt cut-outs of fruits. discussion of each fruit. eveloped vocabulary. nate on which kind of living thing each fruit grows. res of fruit on trees and bushes and on a banana plant.	Pictures: a fruit tree a berry bush a banana plant Mr. McGregor's garden Little Pig gathering apples
d a felt tree, a bush, and a banana plant for identification. between the three, such as height, shape, and structure. such words as: stem leaves an, higher than, lower than han	A large flannel board Felt cut-outs: tree, bush, banana plant, apples, bananas, pears, oranges, limes, lemons, grapefruits, blueberries

SKILLS	TEACHING PROCEDURES
	Invite each pupil to select one of the felt fruits and think of wh Have each pupil identify his fruit for the class. Remind pupils to speak in sentences as: This is a pear. My fruit is a pear. I have a pear. Here is a pear. Allow pupils to place their fruits upon one of the three large it grew. Show the story "Blueberries for Sal." Correlate the story with this lesson. Motivate in the pupils the desire to hear the story later in the Use stories: Show children an apple. Allow children to identify the fruit, tell different colors of a and where they grow. Tell pupils that in the story which they will hear an apple ca become quite excited. Ask pupils to listen to find out: What funny thing happened when an apple fell off of a tree? Who finally helped the little chicken? Read or tell the story of "Chicken Little" to children. Allow pupils to answer the questions above. If pupils need help, ask: "What did Chicken Little think was happening when the app What did he decide to do? Which animal helped Chicken Little? How did he help? What other animals stopped Chicken Little? Let pupils draw the part of the story they wish. Have several children tell about their pictures.

CHING PROCEDURES	MATERIALS
of the felt fruits and think of where it grew. uit for the class. ences as: ly fruit is a pear. lere is a pear. uits upon one of the three larger felts depicting where or Sal." lesson. ire to hear the story later in the day.	McCloskey, Robert, Blueberries for Sal. New York: Viking Press, 1948.
e fruit, tell different colors of apples, how they taste, which they will hear an apple caused a little chicken to t: when an apple fell off of a tree? le chicken? icken Little" to children. estions above. think was happening when the apple hit him? ken Little? ed Chicken Little? he story they wish. out their pictures.	Refer to: Chicken Little, Tell-A-Tale Books. Racine, Wisconsin: Whitman Publishing Co., 1958.

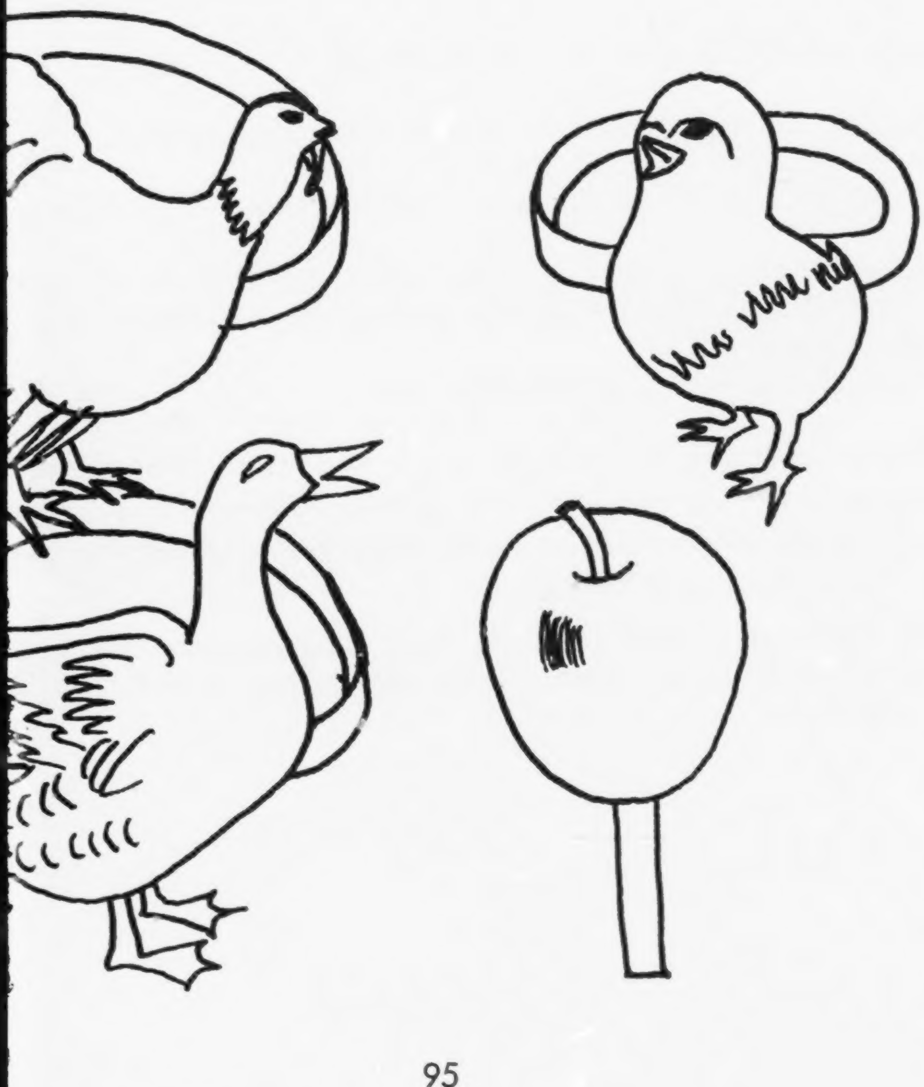
SKILLS	TEACHING PROCEDURES
	* Review the story emphasizing correct sequence. Have children arrange characters in the order in which th story. Guide pupils in making pictures of the animals to use as puppe costuming. Provide opportunity for pupils to give their interpretati dramatization or puppetry. 

TEACHING PROCEDURES	MATERIALS

nphasizing correct sequence.
nge characters in the order in which they are introduced in the

king pictures of the animals to use as puppets, headbands, or other

y for pupils to give their interpretations of the story through
r puppetry.



SKILLS	TEACHING PROCEDURES
	Whenever pupils are studying the family, make it clear th a mother and a grandparent taking care of the children; and an aunt; in other homes only mother cares for the child working away from home during the day or night. Sometime older brothers and sisters care for the family. Accept all of t zations and encourage in each child feelings of comfort and relationships.
Eliciting Specific Information	Use a song: "How Many People Live in Your House?" Invite pupils to sing a song which has been learned and enjoyed "How Many People Live in Your House?" Permit each child to sing alone the verses which name and enu his family. Ask: "Which members of your family earn money for your famil Allow freedom and time for the individual pupil contributions on Give responses of approval. Express appreciation for each pupil's response. Allow those pupils who are in doubt about this information th porting on another day. Help these pupils to form sensitivel which they could ask at home in order to maintain the feelin between their school and their family. Guide pupils to understand that some of their parents earn mon they produce or help to produce, while others are paid for they do for others.

EACHING PROCEDURES

studying the family, make it clear that some homes have
ndparent taking care of the children; others have a father
omes only mother cares for the children and often she is
me during the day or night. Sometimes, in this instance,
ers care for the family. Accept all of these family organi-
in each child feelings of comfort and appreciation for all

e Live in Your House?"

g which has been learned and enjoyed prior to this lesson,
e in Your House?"
alone the verses which name and enumerate members of

your family earn money for your family's needs?"
r the individual pupil contributions on this topic.
l.
ach pupil's response.

ho are in doubt about this information the privilege of re-
ay. Help these pupils to form sensitively phrased questions
k at home in order to maintain the feeling of cooperation
and their family.

d that some of their parents earn money from goods that
to produce, while others are paid for things or tasks that

MATERIALS

Woods, Lucille F. and Scott, Louise B. *Singing Fun*. Pasadena, California: Webster Publishing Co., 1954. p. 49, "How Many People Live in Your House?"

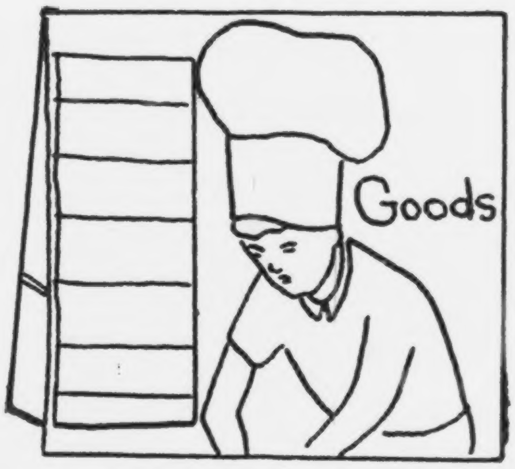
Filmstrip:
What Do Fathers Do? 35 frames, color. New York: McGraw-Hill Book Co., Textbook Film Department.

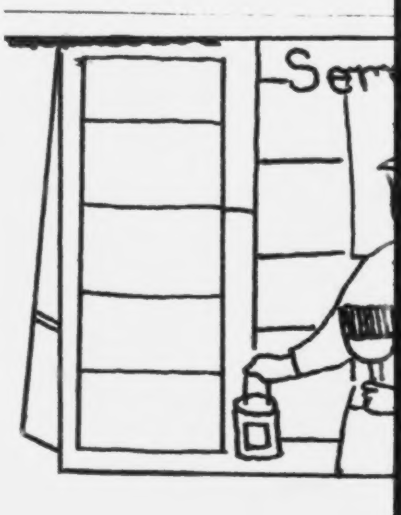
SKILLS

TEACHING PROCEDURES

Lead pupils to realize that these tasks are called services.
Establish the concept that people work to produce goods or service
Say: "John's father is an auto mechanic.
What are some of the things his father does at work?
Does he make something; or does he do something for someo
Did he do a service, or did he produce goods or a product?"
Ask pupils to give reasons for their answers.

Have a pupil decide and tell which type of job his family's worker
* Show the pocket chart with its two pockets labeled Goods—Services
Provide an illustration near these words to aid in their identity.
Display and have pupils identify pictures of workers.
Encourage pupils to speak clearly in sentences, such as:
This man is a policeman.
This is a picture of a nurse.
Here is a baker.
I have a picture of a store clerk.





TEACHING PROCEDURES

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ncept that people work to produce goods or services.
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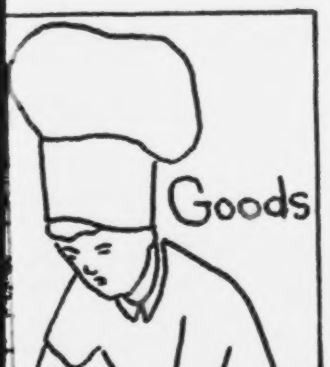

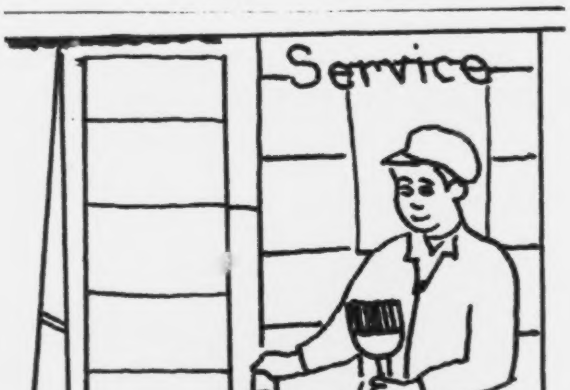

MATERIALS

A pocket chart with a strip to divide it into two large sections

Two Labels — Goods Services

Pictures of producers of:
Goods
  factory workers
  farmer
  baker
Services
  auto mechanic
  postman
  sanitation workers
  milk man
  shoe repairman
  painter
  teacher
  policeman
  store clerk

SKILLS	TEACHING PROCEDURES
	Place each picture, as it is identified, in view to make a "picture gallery Have pupils reexamine the "gallery of workers" to concentrate on the go service produced by each worker. Let each pupil select a picture of a worker, classify his job, and place t in the proper pocket of the pocket chart. Provide pupils with art materials with which to illustrate the worker of th or one of the workers discussed during the lesson. Plan a sharing period for the children's work at which time each pupi whether his illustration depicts someone who provides a service or go Compile the pictures and the individual remarks about the pictures into a Have pupils create a title for the book and number the pages. Teach suggested songs and poems. Correlate them with the lesson. Interpret these with the pupils through the use of pantomime, puppetry, rol and creative drama. Provide a doctor's kit and other suggested props. Display them on a table. Ask the pupils to name the items that they would like to use to help th "worker." Allow the selection of props and the opportunity to pantomime for the clas at work. Advise the class to observe each pupil thoughtfully in order to discover t of the worker and the work he is doing.

EACHING PROCEDURES	MATERIALS
identified, in view to make a "picture gallery." "gallery of workers" to concentrate on the goods or the worker. ture of a worker, classify his job, and place the picture he pocket chart.	
erials with which to illustrate the worker of their family scussed during the lesson. the children's work at which time each pupil will state depicts someone who provides a service or goods. e individual remarks about the pictures into a book. r the book and number the pages.	Assorted art materials suitable for making illustrations
poems. son. ils through the use of pantomime, puppetry, role-playing,	Public Schools of District of Columbia. Music Curriculum, Kindergarten—2. Washington, D. C.: Board of Education, 1965. p. 57, Responding to Rhythm—Work Songs "A Work Chant" "Busy Worker" "Paper Boy"
ther suggested props. he items that they would like to use to help them to be a s and the opportunity to pantomime for the class a worker e each pupil thoughtfully in order to discover the identity ork he is doing.	Toy doctor's kit Nurse's kit Ironing board, iron, doll clothes, saw, toy mail bag, push broom

SKILLS	TEACHING PROCEDURES
	Steer pupils to evaluate each performance by asking questions, What did the doctor do to make us know that he was a doctor What kind of person was the doctor?
	Ask the pupils if they would like to share their storybook, poem songs with another class. Guide them to build experience charts that would include: the facts that they have learned the experiences used to help them learn the new vocabulary the fun they had while learning the planning of their program to share with another class Have the children select the content and participants for their pr Build their skill in announcing, explaining, and reciting before o
Gathering Pertinent Information	Plan to invite pupils' parents to come to school as resource pers work. Help pupils to formulate questions, comments, and statements these parents.

TEACHING PROCEDURES

ate each performance by asking questions, such as:
or do to make us know that he was a doctor?
on was the doctor?

y would like to share their storybook, poems, pantomimes, and
r class.
xperience charts that would include:
have learned
sed to help them learn
ry
vhile learning
eir program to share with another class
lect the content and participants for their program.
nnouncing, explaining, and reciting before others.

parents to come to school as resource persons to describe their

ulate questions, comments, and statements of appreciation for

MATERIALS

Paper caps and badges for:
- policeman
- fireman
- milkman
- farmer
- painter
- factory workers

Other tools and equipment as suggested by the children

Lined chart paper
Felt pen
Art materials for puppets and illustrations for the experience chart

SKILLS	TEACHING PROCEDURES
Identifying Familiar Stories or Story Friends	* Use pictures. Show pictures of situations from several familiar stories. Read a short sketch about one of the pictures. Have pupils use the picture and the oral sketch to identify the sto Have pupils find and discuss the matching picture after each stor Let children act out the part of the story illustrated in each pictu Use verbal story sketches. Give the main idea of a familiar story. Omit names of character Example: Once a little girl found a pretty little house in the woods. home even though its owners were not in. The members of in the house were very surprised when they returned hom girl sleeping in one of the beds. Ask children to identify the story and the characters referred to * Use descriptive sketches of story friends. Give descriptions of the appearance of storybook persons. Ask the class to listen carefully to identify the person. Emphasize words that give the colors and descriptions of clothin characters, and special facial features. Allow pupils to identify the character and to give descriptive wo remember the person. Let children draw pictures of the storybook figure.

ING PROCEDURES	MATERIALS
several familiar stories. the pictures. he oral sketch to identify the story. matching picture after each story is identified. he story illustrated in each picture.	Four or five pictures with scenes depicting familiar stores. (See Direction Finders for Literature, Chart II for story suggestions.) Cards with written sketches of the four or five familiar stories for teacher-use.
story. Omit names of characters. pretty little house in the woods. She made herself at s were not in. The members of the family who lived prised when they returned home and found the little ds. y and the characters referred to in the sketch.	Cards with written sketches of four or five familiar stories
riends. ance of storybook persons. to identify the person. colors and descriptions of clothing and hair, sizes of al features. racter and to give descriptive words that helped them he storybook figure.	Cards with brief descriptions of familiar characters from literature

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Picture colle
Art reproduc
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Language M
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"Three Billy

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"Alas Alac

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Improving Enunciation

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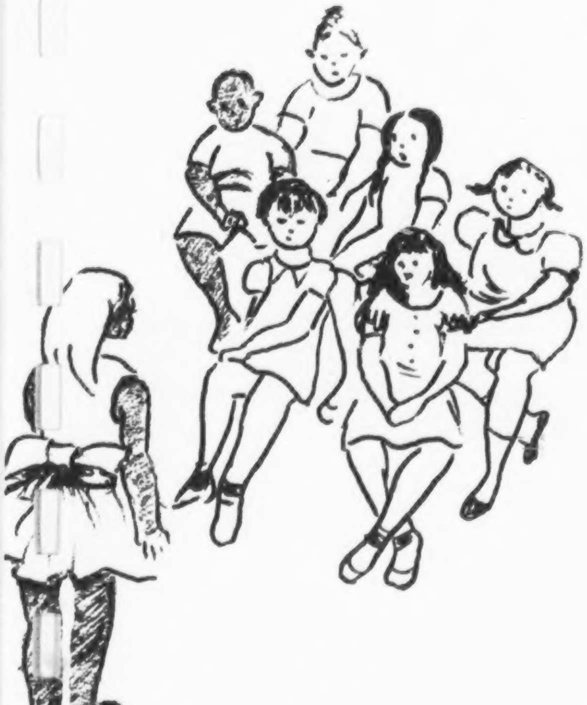
SPEAKING

Continue To Stimulate The Desire To Spe

SKILLS	TEACHING PROCEDURES
Building Standards	Turn the radio or record player on at a comfortable listeni Lower the volume so that the sound is barely audible. Ask pupils which volume they need in order to enjoy listeni Help pupils understand that when they speak, they must b Display a chart showing a child speaking to a group. Guide children in noting that the speaker stands well and lo Help pupils notice that the audience looks at and listens to
Applying Standards 	Show several pictures of pets doing funny things, or show which children have indicated interest and experience. Allow pupils to enjoy the pictures. Share a personal experience related to one of the pictures with a model for speaking. Suggest that a pupil, who has had an experience with a speaker on the chart. Have him share his experience with the class. Guide the class in understanding how their classmate rem in the picture. Ask the speaker (child who shared) if the audience did its p Guide the evaluation of sharing efforts. Display the speaking chart, which can be used as a remind in a prominent place in the room.

ntinue To Stimulate The Desire To Speak

SPEAKING

TEACHING PROCEDURES

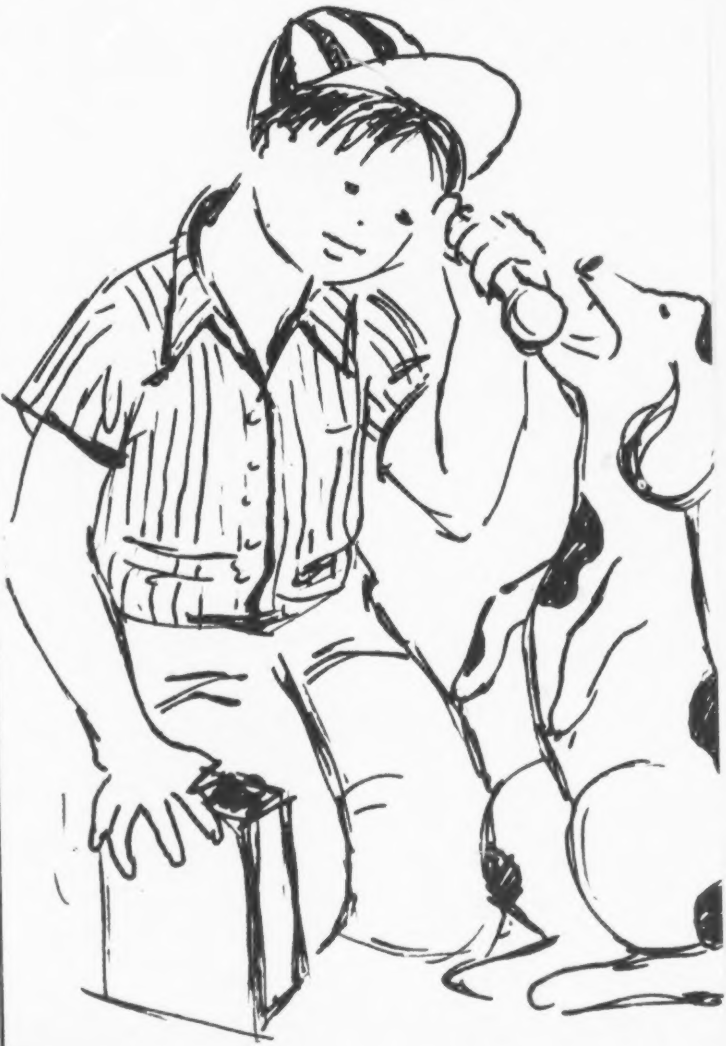
player on at a comfortable listening level.
t the sound is barely audible.
they need in order to enjoy listening.
that when they speak, they must be sure the class can hear.
a child speaking to a group.
that the speaker stands well and looks at the audience.
he audience looks at and listens to the speaker.

of pets doing funny things, or show pictures of something in
indicated interest and experience.
pictures.
ence related to one of the pictures in order to provide pupils
aking.
who has had an experience with a pet, pretend that he is the
erience with the class.
rstanding how their classmate reminded them of the speaker
who shared) if the audience did its part.
sharing efforts.
art, which can be used as a reminder of speaking standards,
in the room.

MATERIALS

Radio or record player and record
Chart showing a child speaking to a group
Pictures of pets playing
Pictures depicting familiar experiences

Suggestion for Chart:

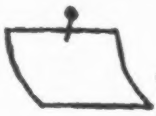


SKILLS	TEACHING PROCEDURES
Understanding and Learning the "Pledge of Allegiance"	Help pupils say the words in the "Pledge of Allegiance." Let the pupils tell where else they have seen a flag like the on Ask children to tell what colors they see in the flag. Encourage pupils to discuss the design of the flag. Ask what the flag means to them. Help pupils understand that the flag stands for our country. Remind pupils that when we say the "Pledge of Allegiance," w good citizens of the United States. Allow pupils to tell how they can be good citizens at home and Remind pupils of correct behavior when saluting the flag. Say the "Pledge of Allegiance." Say phrases for the children to repeat. Help pupils with difficult words. Have pupils take proper positions and say the "Pledge of Allegia Practice saying the "Pledge" with emphasis on correct pronun
Developing Sentence Sense Reporting Information about Ourselves	* Use flannel figures. Place a flannel-backed picture of a girl on the flannel board. Say: "This is my friend. She will tell you about herself." Place flannel cut-outs on the board as each sentence is given. Say: "My name is Mary Brown. I am 6 years old. My address is 1509 First Street, Northwest. I live with my mother, three sisters, and two brothers. Help pupils use pictures to recall the kinds of information given: family. Point to flannel cut-outs and repeat the information presented

TEACHING PROCEDURES	MATERIALS
s in the "Pledge of Allegiance." ere else they have seen a flag like the one in the room. hat colors they see in the flag. iscuss the design of the flag. ns to them. d that the flag stands for our country. hen we say the "Pledge of Allegiance," we are promising to be e United States. w they can be good citizens at home and at school. rect behavior when saluting the flag. legiance." hildren to repeat. cult words. er positions and say the "Pledge of Allegiance" with the teacher. 'Pledge" with emphasis on correct pronunciation.	
ed picture of a girl on the flannel board. end. about herself." s on the board as each sentence is given. ary Brown. d. 1509 First Street, Northwest. nother, three sisters, and two brothers. es to recall the kinds of information given: name and age, home, uts and repeat the information presented above.	Flannel board Flannel items or flannel-backed pictures: doll cut-out of the numeral 6 house family with three sisters and two brothers

SKILLS	TEACHING PROCEDURES
	Have the class repeat each sentence using the teacher's tonal her enunciation. Provide practice in saying troublesome words, such as: I am, a with my mother, with my brother. Point to the pictures suggestive of these words as practice is ca Be sure to say practice words naturally. Provide opportunity for several pupils to present similar infor selves.
Pronouncing Troublesome Words Correctly	* Tape cards to be used with the Language Master which will giv practice in pronouncing troublesome words correctly. Use key pictures, such as: a house with its address appeari mother, and a boy to help pupils with the words address, mot Permit individuals needing practice to use the Language Maste
Using Words Correctly	* Use pictures.
Avoiding Double Negatives	Structure sentences for children by showing a picture of two or m ears and saying: "The rabbits have no ears." Have the class repeat the sentence. Continue in the same manner with other pictures and sentences r words have no until pupils' ears are attuned to the words. Give similar pictures to numerous children. Ask them to observe carefully and to tell what is wrong using t language.

EACHING PROCEDURES	MATERIALS
:h sentence using the teacher's tonal quality and matching troublesome words, such as: I am, address, Northwest, ny brother. stive of these words as practice is carried on briefly. rds naturally. everal pupils to present similar information about them-	
th the Language Master which will give pupils independent troublesome words correctly. as: a house with its address appearing over the door, a elp pupils with the words address, mother, brother. g practice to use the Language Master during free time.	Language Master Cards to use with the Language Master
ildren by showing a picture of two or more rabbits with no o ears." sentence. ner with other pictures and sentences repeatedly using the ils' ears are attuned to the words. umerous children. efully and to tell what is wrong using the same structured	Pictures: rabbits with no ears balloons with no strings pencils with no points umbrellas with no handles kites with no tails cups with no handles airplanes with no wings houses with no windows elephants with no trunks toy cars with no wheels chairs with no legs flowers with no stems birds with no wings

SKILLS	TEACHING PROCEDURES
	Select several pupils some of whom have no brothers. Ask each child to tell how many brothers he has. Check to see whether children with no brothers use the structure pr Follow the same procedure selecting some pupils with no sisters.  The same pictures may be used to show pupils another way same idea using the words don't have any. Use the same idea, substituting pictures of one thing with so to develop—has not or doesn't have any.
Enunciating Endings Clearly (ing)	Show pictures of children playing out-of-doors, of a child playing th ren acting in a play. Let children discuss pictures. Tell them the pictures will give them a clue to the word for the day. Elicit the word play. Discuss the different ideas represented for the word play. Say the words play, playing. Ask pupils to clap the words with the teacher. Ask pupils to tell whether the words are the same or different. Refer to swing on the Phonovisual Chart. Ask pupils to listen for the ng sound as the teacher says playing. Have pupils clap each word (play, playing) and say them being sure sounds when they say the second word. * Have children clap and say other sets of words in order to enunciat clearly and naturally. Give individual pictures of action words to each child.

CHING PROCEDURES

whom have no brothers.
ny brothers he has.
with no brothers use the structure practiced.
lecting some pupils with no sisters.

y be used to show pupils another way of expressing the
rds don't have any.

stituting pictures of one thing with something missing,
loesn't have any.

ying out-of-doors, of a child playing the piano, of child-
.
ve them a clue to the word for the day.

presented for the word play.

with the teacher.
words are the same or different.
isual Chart.
sound as the teacher says playing.
play, playing) and say them being sure to give two clear
second word.
ther sets of words in order to enunciate the (ing) ending

ction words to each child.

MATERIALS

Pictures:
children playing out-of-doors
child playing the piano
children acting in a play

Phonovisual Chart

Individual pictures illustrating:

running	riding
jumping	talking
walking	drawing
eating	reading
sleeping	cutting
playing	
looking (for something)	
working	

SKILLS	TEACHING PROCEDURES
	Say: "Do not show your card to anyone. When you are called on, do the same thing that the child in Say just the word that tells what you are doing. Be sure w of your word." * Place words on tapes to be used with the Language Master in ord practice where needed. Use key pictures illustrating the word on the Language Master.
Building Sentences Using Descriptive Words	* Use language games. Show a large picture of someone who appears to be looking at so Ask pupils at what they think the person is looking. Have pupils suggest ideas appropriate to a specific category, suc animals, safety helpers. Ask: "At what do you think the girl is looking?" Guide pupils in making reasonable guesses. Have pupils use descriptive words in their sentences, as: I think the girl is looking at a red balloon. I think the girl is looking at a pretty doll. Maybe she is looking at a stuffed toy. Note pupil ability to give fitting responses in sentences accor indicated. Turn picture over exposing an appropriate picture which the per observing. Play "Look, Look! What Do You See?" Place an object in a box. have the class say: "Look, look! What do you see?"

TEACHING PROCEDURES	MATERIALS
your card to anyone. called on, do the same thing that the child in the picture is doing. vord that tells what you are doing. Be sure we hear the two parts rd."	
es to be used with the Language Master in order to give individual ieeded. lustrating the word on the Language Master.	Language Master Cards to be used with Language Master
e of someone who appears to be looking at something. they think the person is looking. t ideas appropriate to a specific category, such as: toys, clothing, helpers. ou think the girl is looking?" king reasonable guesses. scriptive words in their sentences, as: s looking at a red balloon. s looking at a pretty doll. oking at a stuffed toy. to give fitting responses in sentences according to the category exposing an appropriate picture which the person could have been	See lesson suggested for kindergarten on page 49. Mounted magazine pictures or Pictures from a child's coloring book or old workbook
What Do You See?" box. "Look, look! What do you see?"	Box Familiar objects, as: chalk

SKILLS	TEACHING PROCEDURES
	Allow one child to look in the box. Have the child tell at least two things about the object witho "I see something that is white and smooth. We write with it." Allow the rest of the class to guess what is in the box. Permit the child who guesses correctly to describe the next Help children evaluate the clarity with which objects were
Using Descriptive Words Sentence Building	* Use a "touch box." Place a box of objects for pupils to touch on a table. Have pupils describe the way the objects feel. Have pupils tell about other things which feel like the objec Ask children to bring in pictured objects which they think the "touch box." Provide an opportunity for pupils to use the descriptive wo tured item. Examples: soft pillow — wet snow hard stone — dry sand smooth sliding board — dry towel — rough bark Have pupils build good sentences using descriptive words.
Building Sentences Using Prepositional Phrases	* Show pupils a red ball. Hold the ball over a table. Ask pupils to look at the table and the red ball. Ask children to tell where the ball is. Encourage the response: "The red ball is over the table." Place a blue boat under the table.

TEACHING PROCEDURES	MATERIALS
ook in the box. t least two things about the object without naming it, as: that is white and smooth. ." e class to guess what is in the box. o guesses correctly to describe the next object placed in the box. ate the clarity with which objects were described.	stone pencil block plastic fruits orange banana apple piece of paper
cts for pupils to touch on a table. e the way the objects feel. ut other things which feel like the objects in the box. ing in pictured objects which they think would feel like objects in nity for pupils to use the descriptive words to tell about the pic- wet snow dry sand oard dry towel rough bark ood sentences using descriptive words.	"Touch box" See page 75, for suggested list of materials.
all. a table. t the table and the red ball. where the ball is. onse: "The red ball is over the table." nder the table.	Table Red ball Blue boat Green top Various other toys Pictures of toys

SKILLS	TEACHING PROCEDURES
	Ask pupils to tell where the blue boat is. Place a green top near the table. Encourage pupils to use words, such as: near, beside, close to, by Allow children to hold or place other toys in one of the three positio Ask members of the class to give sentences locating the toys. Give each child a picture of a toy. Have the child place his picture over something, under something thing in the room. Have the child give two sentences about his toy. Here is a top. It is near the book. Ask each pupil to draw his favorite toy. Suggest that pupils place a box over, under, or near their toys. Let children give sentences about their pictures.
	* Show a large picture of a familiar scene. Select items in the picture, and determine their location in relation t over, under, or near them. Examples: The tree is near the house. The dog is under the porch. A bird is flying over the house. Allow several children to describe the location of other items in th Give each child his own picture of a familiar scene. Have him select one thing to tell about in the manner described.
Building Sentences	Use pictures. Provide practice in using a subordinate clause at the beginning of a

TEACHING PROCEDURES

MATERIALS

e the blue boat is.
the table.
e words, such as: near, beside, close to, by, on one side of.
r place other toys in one of the three positions.
ss to give sentences locating the toys.
re of a toy.
is picture over something, under something, or near some-

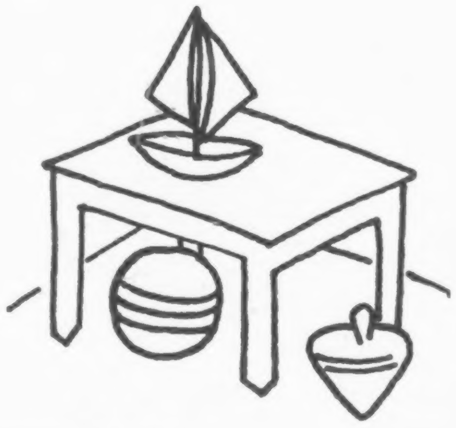
sentences about his toy.

his favorite toy.
e a box over, under, or near their toys.
nces about their pictures.

a familiar scene.
ure, and determine their location in relation to things that are
r them.

the house.
the porch.
over the house.
to describe the location of other items in the same picture.
picture of a familiar scene.
ing to tell about in the manner described.

ing a subordinate clause at the beginning of a sentence.



Drawing paper
Crayons

Large picture of a familiar setting.

Pictures with familiar settings for
each child

SKILLS	TEACHING PROCEDURES
Varying Sentence Beginnings	* Show pictures of members of the family having fun at home. Say: "Listen to the way each person in the family has a good tim Then see if you can tell us in the same way how you have fu Use the following kind of sentence structure, but speak as natural Baby: When I am at home, I like to play in my play pen. Brother: When I am at home, I have fun building wooden boats Sister: When I am at home, I have fun playing with my doll Mother: When I am at home, I enjoy talking to my friends. Father: When I am at home, I enjoy reading. Ask: "Who can tell us the words with which each person began hi Can you start your sentence the same way, and tell us h home; at school?" Give several pupils a chance to structure sentences about fun a Suggest new situations by using pictures showing the zoo, park, pool, circus. Use the past tense in these sentence structures. When I was at the beach, I had fun learning to swim. Continue having pupils structure sentences in the new way as th each place. Structure sentences around the five senses. When I was at the zoo, I saw_________. I heard_________.
Reporting	* Have children draw or paint pictures of themselves members of the family members of the school family pets homes

TEACHING PROCEDURES

s of the family having fun at home.
ach person in the family has a good time.
tell us in the same way how you have fun."
sentence structure, but speak as naturally as possible.
t home, I like to play in my play pen.
t home, I have fun building wooden boats.
t home, I have fun playing with my dolls.
t home, I enjoy talking to my friends.
t home, I enjoy reading.
e words with which each person began his sentence?
r sentence the same way, and tell us how you have fun at
?"
hance to structure sentences about fun at home in this way.
y using pictures showing the zoo, park, beach, swimming

se sentence structures.
ch, I had fun learning to swim.
tructure sentences in the new way as they tell about fun in

nd the five senses.
, I saw__________.
I heard__________.

aint pictures of

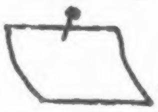
ly
ol family

MATERIALS

Pictures of members of the family enjoying themselves at home

Pictures of other familiar places:
- zoo
- park
- beach
- school
- swimming pool
- circus

Large sheets of manila art paper
Crayons or paints and brushes

SKILLS	TEACHING PROCEDURES
Developing Sentence Sense	activities at home activities at school or vacation activities Let each pupil show his picture and give his report. Guide pupils to make reports which tell what is in the picture and at lea esting thing about what they drew. Provide pupils with a model for making their reports by placing a p flannel board suggestive of one of the subjects above. Lead pupils to speak without joining sentences with and. Example: Place a cat on the flannel board. Say: "This is my pet. His name is Mr. Cat. He spends most of the day sleeping or eating." Ask children to tell how many ideas were shared. Help pupils think of each idea as a sentence.  As pupils begin to think in terms of three ideas, the avoid joining sentences with and. Ask pupils to listen for each idea which their classmates give. Label the children's pictures. Save the pictures to make a booklet, All About Me.

CHING PROCEDURES

e and give his report.
which tell what is in the picture and at least one inter-
y drew.
l for making their reports by placing a picture on the
one of the subjects above.
oining sentences with and.

el board.

Cat.
f the day sleeping or eating."
v many ideas were shared.
n idea as a sentence.

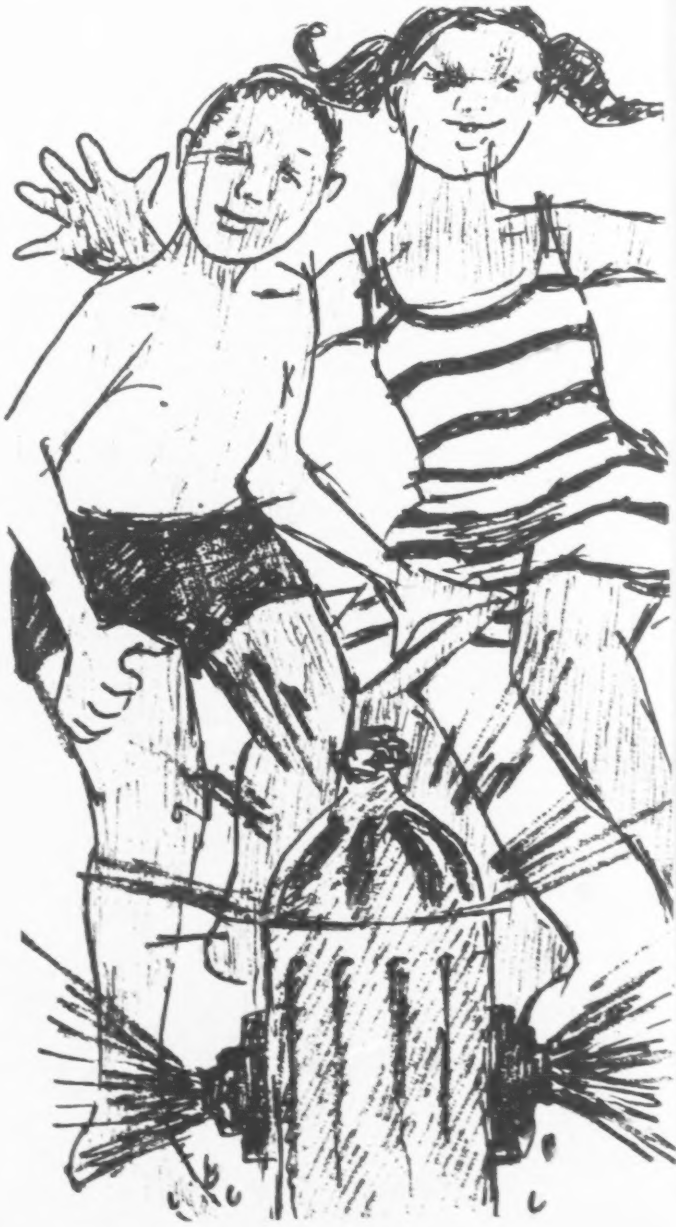
gin to think in terms of three ideas, they will tend to
sentences with and.

each idea which their classmates give.

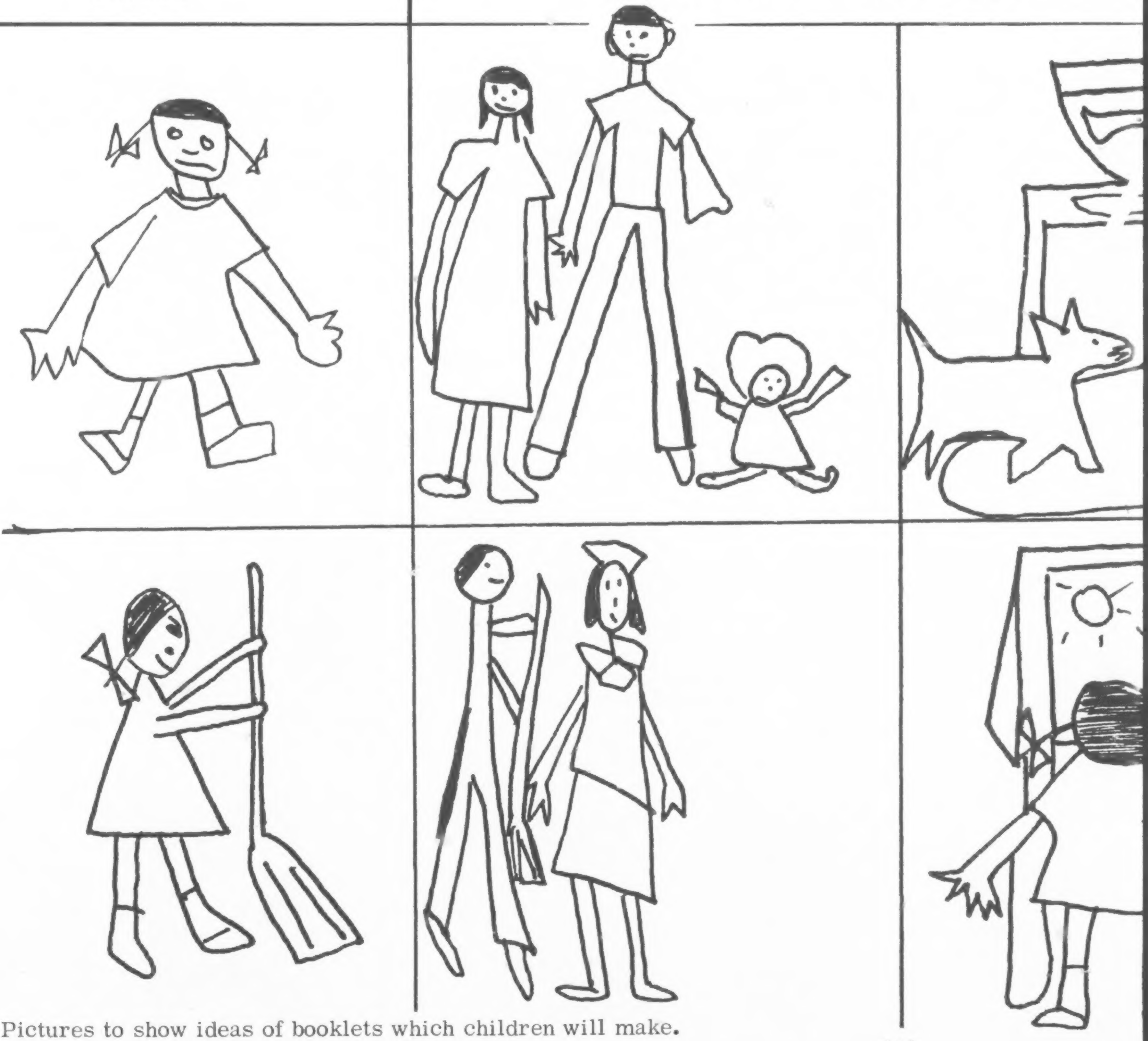
ooklet, All About Me.

MATERIALS

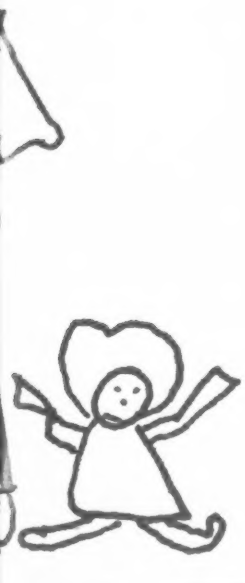
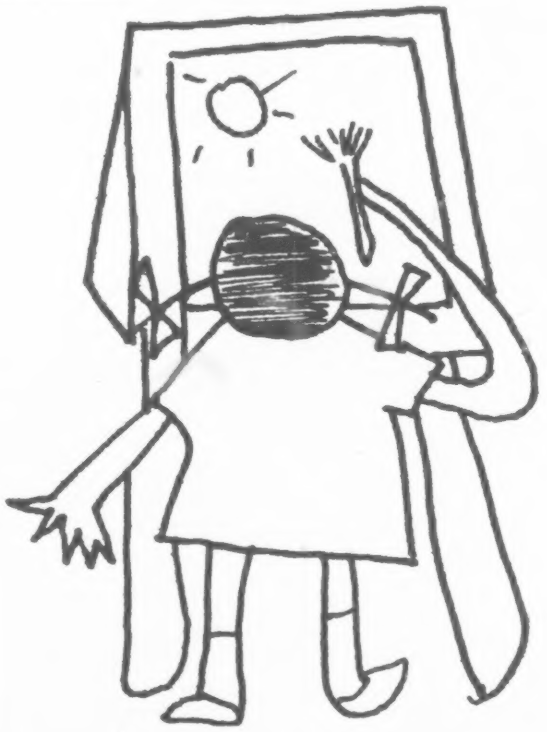
Flannel board
Felt cut-out or flannel backed picture of a cat or cat sleeping



SKILLS	TEACHING PROCEDURES



Pictures to show ideas of booklets which children will make.

EACHING PROCEDURES		MATERIALS
		
		

SKILLS	TEACHING PROCEDURES
Developing Skills Useful in Reporting	* Use teacher-made devices. Display a trunk and a refrigerator each of which opens and inc pictures.
Organizing Ideas	Tell pupils that there are a number of items which must be put Explain that all clothes are to be packed in the trunk and all food tor. Give each child one small picture either of food that require clothing. Ask pupils to identify food or clothing and put it in the pock frigerator depending upon where it would be kept. Encourage use of sentences similar to those listed. I have a blouse. I will put it in the trunk. I have some lettuce. I will put it in the refrigerator. Help pupils to generalize that all items in the trunk are clothes. Help children understand that all things in the refrigerator are Tell pupils that sometimes it is very helpful to put things that a
Finding Appropriate Information	* * * * * * * Present a number of pictures that tell about some aspect of spr Ask children to study the pictures carefully to find out why we time of year. Allow each pupil who has discovered an answer to the question to a picture as a reference. Note pupils who have trouble saying the word because. Provide practice in correct pronunciation, if needed. * It would be valuable to make a picture collection illus concepts: Spring weather changes. Spring is a beautiful time. We see new life in spring. Many interesting occur in sprin

TEACHING PROCEDURES

frigerator each of which opens and includes pockets to hold

a number of items which must be put away.
re to be packed in the trunk and all food put in the refrigera-

all picture either of food that requires refrigeration or of

food or clothing and put it in the pocket of the trunk or re-
upon where it would be kept.
es similar to those listed.
put it in the trunk.
will put it in the refrigerator.
that all items in the trunk are clothes.
that all things in the refrigerator are foods.
es it is very helpful to put things that are alike together.

* * * * * * *

ures that tell about some aspect of spring.
ne pictures carefully to find out why we say spring is a busy

discovered an answer to the question to make a report using
nce.
uble saying the word because.
ect pronunciation, if needed.

able to make a picture collection illustrating the following

changes.
utiful time.
e in spring.

Many interesting out-door activities
occur in spring.

MATERIALS

Teacher-made pocket charts:
- refrigerator
- trunk

See kindergarten section, p. 48 for pictures of pocket charts and for additional ideas in classification.

Pictures depicting activities, as:

- Father painting the house
- Mother working in the garden
- children watering flowers
- children picking flowers
- Farmer preparing the soil for planting
- birds making nests

SKILLS	TEACHING PROCEDURES
Developing Skills Useful in Conversing	* Use objects.
	Display objects. Invite about eight to ten children "to visit." Ask pupils to find something which they think is pretty. Ask a child to explain why he thinks the object is pretty. Allow other children to select items which they consider pret for their choice. Ask pupils to describe something pretty that they have or that th at school; in the neighborhood; during a trip. Follow a similar pattern by having pupils explain reasons fo good. Evaluate by asking: "How many took part in our conversatio Who can tell us something interesting th Did you hear any new or interesting wor Ask pupils to share candy with the class later in the day.
Developing the Social Courtesies	Use poetry.
	Show a picture of a cowslip. Let children talk about the flower and compare it with flowers n Show a picture of a little girl and boy talking over a fence. Allow pupils to discuss the picture. Encourage pupils to tell what they think the children are sayin Explain that Kate Greenaway wrote a poem about two such chil Ask pupils to listen to find out the little girl's name, what the li the little girl answered. Read the poem. Permit discussion of what happened. Have pupils think of places where they might enjoy walking.

EACHING PROCEDURES

ildren "to visit."
g which they think is pretty.
he thinks the object is pretty.
elect items which they consider pretty and to give reasons

ething pretty that they have or that they have seen at home;
orhood; during a trip.
by having pupils explain reasons for finding things funny;

v many took part in our conversation?
can tell us something interesting that you heard?
you hear any new or interesting words?"
with the class later in the day.

p.
flower and compare it with flowers more familiar to them.
irl and boy talking over a fence.
e picture.
hat they think the children are saying.
vay wrote a poem about two such children.
out the little girl's name, what the little boy said, and how
l.

t happened.
s where they might enjoy walking.

MATERIALS

Objects:
- pretty
  - piece of colorful material
  - shiny paper
  - plastic flower
  - gold fish in a bowl
- funny
  - clown doll
  - Mexican jumping bean
- good
  - apple
  - correct paper
  - book (familiar story)
  - candy

Picture of a cowslip
Picture of a boy and girl talking across a fence
Poem: "Oh, Susan Blue" by Kate Greenaway
Refer to: Arbuthnot, May Hill, compiler. *Time for Poetry.* Fairlawn, New Jersey: Scott, Foresman and Co., 1961. p. 11.

SKILLS	TEACHING PROCEDURES
Conversing	Ask: "What was the little girl's name? How did the little boy greet polite words did he use when he asked Susan to allow him to her?" Help pupils recall the terms How do you do? and Please may I? Have pupils use terms and act out their own ideas for a walk. Help pupils understand that How do you do? is another way of say Tell pupils that the response to How do you do? when nothing e same as that to How are you? Suggest that this is a good way for children to greet adults.
Role-playing Applying Social Courtesies	Use role-playing situations. Have children locate centers of interest. Have pupils discuss how the centers are used.
Reporting	Allow pupils to suggest ways of greeting an adult. Encourage the use of How do you do? Suggest that parents who come to the classroom might enjoy see interest in the classroom. Allow children to role-play taking a parent on a tour of the room. Encourage the pupils to use the terms: How do you do? May I show work? Yes, thank you. Select a child to act as escort for the parent. Select several children to tell about the centers of interest. Ask the remainder of the class to listen for polite words and to note used a friendly manner.

TEACHING PROCEDURES

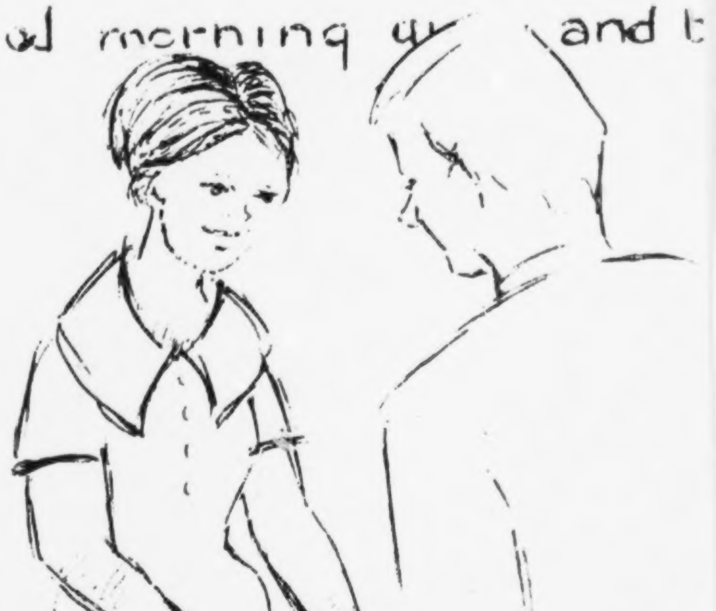
ttle girl's name? How did the little boy greet his friend? What he use when he asked Susan to allow him to go for a walk with

terms How do you do? and Please may I?
and act out their own ideas for a walk.
d that How do you do? is another way of saying How are you?
response to How do you do? when nothing else is said, is the
w are you?
good way for children to greet adults.

ns.

centers of interest.
ow the centers are used.
t ways of greeting an adult.
How do you do?
who come to the classroom might enjoy seeing the centers of
ssroom.
-play taking a parent on a tour of the room.
to use the terms: How do you do? May I show you some of our
you.
s escort for the parent.
n to tell about the centers of interest.
the class to listen for polite words and to note whether the guide
nner.

MATERIALS


od morning gr and t

SKILLS	TEACHING PROCEDURES
Discussing Paintings	Use art reproductions.

Display the picture, "Child with Watering Can."
Encourage pupils to enjoy the painting.
Say: "Tell me about this painting."
Encourage pupils to discuss:
- where the child is
- what she is doing
- her clothes
- what kind of day it is

Say: "I don't see the sun in this picture.
How do you think the artist helped us know the sun was shinin
yellow to help us feel the sun and its light.)
"How do you think the little girl feels?
How does the picture make you feel?"
Tell pupils the name of the painting and the artist's name.

Show a reproduction of "Le Gourmet."
Say: "Here's another little girl.
How do you feel as you look at this picture? Why?
Tell how this little girl and the child in the previous reproduc
Guide pupils in noting the following differences:

	"Child with Watering Can"	"Le Gourmet"
Setting	outside seems rich	inside looks poorer
Activity	watering flowers	eating
Tone	happy, bright	somewhat sad

TEACHING PROCEDURES	MATERIALS

hild with Watering Can."
oy the painting.
s painting."
cuss:

s
n in this picture.
he artist helped us know the sun was shining?" (He used much
us feel the sun and its light.)
the little girl feels?
ure make you feel?"
the painting and the artist's name.

"Le Gourmet."
ittle girl.
s you look at this picture? Why?
e girl and the child in the previous reproduction are different."
he following differences:

atering Can"	"Le Gourmet"
	inside
h	looks poorer
lowers	eating
ght	somewhat sad

Art reproductions:

Renoir, Pierre-Auguste.
"Child with Watering Can"

Picasso.
"Le Gourmet"

Prints available at the National Gallery of Art, Washington, D. C.

SKILLS	TEACHING PROCEDURES
	Ask: "What color did the artist use most of all in the pictur eating? Which picture do you like better? Why?" Tell pupils the name of the artist, and explain that he us means that the little girl enjoys eating. Give pupils the name "Le Gourmet" and encourage them to s
Building Skills Necessary for Dramatization	* Use a story, "The Three Billy Goats Gruff." Have children retell a story that is familiar to them. Place four pictures which highlight the story on the chalkboa Review the characters of the story by asking: Who can find the picture which shows the tiniest Bill Billy Goat Gruff; the biggest Billy Goat Gruff? Who can find the picture and tell who lived under the brid Review main ideas by asking: Why did the goats decide to go over the bridge? What did the Troll say he was going to do? What words did the writer use to make us hear the soun went over the bridge? Encourage correct pronunciation of words, such as: goats lived, eat you. Ask a child to find the picture that tells the first part of the Have him tell that part. Continue in a similar manner until the story has been told. Vary by letting the class clap and repeat the sound of the bridge. Allow groups of children to speak for each character as one c

TEACHING PROCEDURES	MATERIALS
artist use most of all in the picture of the little girl who is u like better? Why?" the artist, and explain that he used a French word which irl enjoys eating. Gourmet" and encourage them to say it.	
ly Goats Gruff." ory that is familiar to them. n highlight the story on the chalkboard. the story by asking:	Refer to: Field Enterprises Educational Corporation. Childcraft, The How and Why Library. Vol. II, Chicago: 1964. p. 72.
cture which shows the tiniest Billy Goat Gruff; the second he biggest Billy Goat Gruff? re and tell who lived under the bridge? king: ide to go over the bridge? y he was going to do? riter use to make us hear the sound the goats made as they ge? unciation of words, such as: goats, decided, green grass, cture that tells the first part of the story. nner until the story has been told. ss clap and repeat the sound of the goats tripping over the to speak for each character as one child acts as storyteller.	Pictures: Goats looking for food — tiniest on the bridge; troll under bridge second on the bridge; troll under bridge big goat on the bridge; troll on bridge biggest goat butting the troll

SKILLS	TEACHING PROCEDURES
	Let children dramatize the story or retell using puppets. Give further practice in speaking clearly and enunciating properly to retell the story for the class on a pretend TV Storyhour Sho
Developing Ability to Interpret Mood through Tonal Quality	* Use pictures: Show pictures of children in various moods. Encourage the pupils to discuss how the children probably feel an way. Ask: "Have you ever felt this way? Tell us about it." Have the children suggest what each person might have said. Have the pupils try to portray the tonal quality expressed in the voi pictured. Suggest words, such as: surprised, delighted, sad, angry, tired.
	Use a poem: Read or say the poem, "Alas, Alack" to provide a model for cha and pace. Allow discussion of who was speaking in the poem, how the c beginning, and how he sounded when he imitated the fish. Say the poem again allowing children to join in freely when they w Say the first four lines voicing the excitement of the boy. Encourage the pupils to say the lines imitating the teacher's ton Repeat the next four lines as though relating a story. Encourage the pupils to say the lines slowly, distinctly, and sorr

TEACHING PROCEDURES	MATERIALS
the story or retell using puppets. n speaking clearly and enunciating properly by allowing a child or the class on a pretend TV Storyhour Show.	Puppet stage Stick puppets TV screen (see page 61 of this guide)
en in various moods. discuss how the children probably feel and why they feel this elt this way? Tell us about it." est what each person might have said. ortray the tonal quality expressed in the voices of the children s: surprised, delighted, sad, angry, tired.	Pictures: child during his birthday party child whose dog has been hurt child finding something unexpected in a package child returning home after romp in the snow child whose baby brother broke a new toy.
, "Alas, Alack" to provide a model for change of tonal quality who was speaking in the poem, how the child sounded in the he sounded when he imitated the fish. owing children to join in freely when they wish. voicing the excitement of the boy. to say the lines imitating the teacher's tonal quality and pace. nes as though relating a story. o say the lines slowly, distinctly, and sorrowfully.	Refer to: Arbuthnot, May Hill. *Time for Poetry.* Fair Lawn, New Jersey: Scott Foresman and Co., 1961. p. 118.

SKILLS	TEACHING PROCEDURES
	Help pupils to pick up the pace and end rather matter-of-factly. Assist with any words or phrases which are not clearly enunciated. Repeat the whole poem with pupils. Guide evaluation of: the extent to which the children brought out the meaning of the po how well they spoke together

TEACHING PROCEDURES	MATERIALS
he pace and end rather matter-of-factly. r phrases which are not clearly enunciated. with pupils. he children brought out the meaning of the poem together	

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SKILLS	TEACHING PROCEDURES
Building Standards	Ask pupils to close their eyes and to listen to the sounds whic sit in the classroom. Permit several pupils to recall some of the different things whic when they awake in the morning. Explain that frequently many sounds surround us. Suggest that sometimes it is necessary to shut out some thi careful attention to one that is important. Say: "I'm going to read a paragraph. At the same time, I wi Let's see how well you can concentrate on, or listen carefu Play a lively record which provides background distraction. Read the paragraph to the class. * Ask the children to draw a picture expressing the idea of the par Review with pupils the purpose of the exercise and evaluate practice. Permit pupils to cite instances at home and at school when they of listening. Use role-playing situations. Show pictures of persons engaged in conversation. Ask pupils to determine which person is speaking and which is li Be sure children notice that the person listening looks at the one Say: "Let's pretend that Mother is asking her daughter to do you think Mother might be saying?" Ask one person to dress-up like Mother. Be sure to take proper health precautions. Select another pupil to be the child. Ask the child to listen carefully to find out what Mother wants. Remind pupils that class conversations necessitate using voic whole class to share in the activity.

TEACHING PROCEDURES	MATERIALS
se their eyes and to listen to the sounds which they hear as they room. pils to recall some of the different things which they hear at home e in the morning. ntly many sounds surround us.	
etimes it is necessary to shut out some things in order to give n to one that is important. o read a paragraph. At the same time, I will play some music. well you can concentrate on, or listen carefully to, what I read." d which provides background distraction. to the class.	An unfamiliar paragraph which may be teacher created Record with some lively music Record player
draw a picture expressing the idea of the paragraph. is the purpose of the exercise and evaluate the need for further	Manila art paper Crayons
ite instances at home and at school when they need to do this kind	
tions.	Pictures:
ersons engaged in conversation. mine which person is speaking and which is listening. otice that the person listening looks at the one speaking. nd that Mother is asking her daughter to do something. What do ther might be saying?"	girl listening to Mother boy listening to Father Mother listening to Father child listening to brother or sister pupil listening to teacher
dress-up like Mother. oper health precautions. il to be the child. sten carefully to find out what Mother wants. t class conversations necessitate using voices which permit the share in the activity.	Dress-up clothes for Mother and Father (See Speaking - Building Standards, p. 157)

SKILLS	TEACHING PROCEDURES
	Have the child listen, pretend to carry out Mother's request, and what was done. Evaluate the accuracy with which the child paid attention, followed th and recalled her action. Continue in the same way permitting children to assume the variou Guide pupils, as long as necessary, in making requests which are a roles being assumed. Select pairs of children who have not participated to work together n ing requests which can be carried out within the limits of the cla Encourage each pupil making a request to speak politely and with cl Help pupils establish the habit of looking at the speaker and listen thoughtfully.
Recognizing and Identifying Certain Sounds (Rhyming Words)	Use pictures. Present a picture depicting a nursery rhyme. Allow pupils to discuss the picture. Say the rhyme for children. Repeat the rhyme allowing children to supply the rhyming words. Permit the children to say the whole rhyme and to act it out. Review the rhyming words. Have children add other words that rhyme. * Show the class three pictures, two of which rhyme. Let children identify the two rhyming words. Encourage them to add other words that rhyme.

TEACHING PROCEDURES

en, pretend to carry out Mother's request, and report to Mother

cy with which the child paid attention, followed the direction given,
action.
me way permitting children to assume the various roles pictured.
ng as necessary, in making requests which are appropriate to the
umed.
dren who have not participated to work together making or follow-
ich can be carried out within the limits of the classroom.
pil making a request to speak politely and with clarity.
ish the habit of looking at the speaker and listening carefully and

depicting a nursery rhyme.
cuss the picture.
children.
allowing children to supply the rhyming words.
n to say the whole rhyme and to act it out.
g words.
other words that rhyme.

ee pictures, two of which rhyme.
fy the two rhyming words.
add other words that rhyme.

MATERIALS

Nursery rhyme pictures
Refer to:
Russell, David H., Clymer, Theodore W., and Christenson, Bernice M. Building Pre-Reading Skills, Kit A Language. Ginn and Co., New York: 1965. M 5-12.

Thompson, Elizabeth. Reading Readiness Picture Cards Hear Set 2. Beckley-Cardy Co., Chicago.

Sets of pictures of objects with names that rhyme

See Ginn Kit. (S 21-30)

SKILLS	TEACHING PROCEDURES
	Allow children to discuss two pictures which could be used to idea. Give a phrase suggested by the first picture - One bright, sunny day - Use the second picture and finish the sentence except for the went out to__________________. Have children supply the missing word. Give a phrase for one picture later, but allow pupils to us complete the thought. Present two pictures with rhyming possibilities when childr independently. Encourage children to create their own two-line rhymes.
Recognizing and Identifying Certain Sounds	Use first-hand experiences. Have a child stand behind a barrier. Ask him to use materials provided to make a sound for the clas Provide materials which will enable children to make sou crumpling paper, tearing paper, pouring water, jangling k shaking a rattle, tapping a pencil, or ringing a bell. Have the class identify the sound and indicate at what other tim be heard. *Teacher could tape the above sounds as children make them teacher might tape the child's explanation of what he did to ma in the year the tape with its built-in answers could be used for i in the identification of sounds. Use categories of sounds, as those from the kitchen, sounds made sounds, playground sounds, farm sounds.

TEACHING PROCEDURES

discuss two pictures which could be used together to present one

gested by the first picture -
nny day -
icture and finish the sentence except for the last word - Bob and I
______________________.
ply the missing word.
or one picture later, but allow pupils to use the other picture to
hought.
ures with rhyming possibilities when children are ready to work

n to create their own two-line rhymes.

iences.

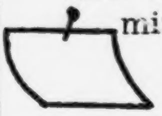
l behind a barrier.
aterials provided to make a sound for the class to identify.
s which will enable children to make sounds by cutting paper,
per, tearing paper, pouring water, jangling keys, squeezing a toy,
e, tapping a pencil, or ringing a bell.
dentify the sound and indicate at what other time such a sound could

d tape the above sounds as children make them. After a pause, the
e the child's explanation of what he did to make the sound. Later
pe with its built-in answers could be used for independent practice
n of sounds.

unds, as those from the kitchen, sounds made by workers, office
nd sounds, farm sounds.

MATERIALS

Sets of two pictures with good rhyming possibilities



Children's coloring books are often a good source for pictures.

Articles, such as:
- paper - scissors
- glass - pitcher with water
- keys on a ring
- toy that squeaks
- rattle
- pencil
- bell

Articles listed above
Tape
Tape recorder
Microphone

Refer to:
Sounds Around Us. 78 rpm. Fair Lawn, New Jersey: Scott, Foresman and Co., 1951.

SKILLS	TEACHING PROCEDURES
Determining Direction through Sound	Ask one child who is seated at his desk to make a sound with a s Be sure the toy is out of sight. Have another pupil listen to determine from which part of the ro Allow the pupil three chances to try to place the exact location f came. Have the children in the class close eyes. Touch one child. Have that child say, "Good morning, Class" in his natural voice. Ask a child on the other side of the room to identify the dire voice came.
Building Concepts and Vocabulary about Places in Our School	Use filmstrips. Let pupils tell about different rooms in the school which they ha Allow individuals to describe what happened in the different plac Ask pupils to watch the filmstrip, Inside the School, in order t services which are found in some schools. Help pupils build appropriate concepts and vocabulary for place Use the filmstrip pictures to clarify the following words: hall or corridor - bulletin boards office - clerk, secretary, file cabinet, telephone, typewriter nurse's room - nurse, cap, uniform, scale, height, weight library - librarian auditorium - audience, play, exit

EACHING PROCEDURES	MATERIALS
ted at his desk to make a sound with a squeaking toy. sight. n to determine from which part of the room the sound came. nces to try to place the *exact* location from which the sound	Toy that squeaks or object which can be used to make an easily distinguishable sound
class close eyes.	
od morning, Class" in his natural voice. er side of the room to identify the direction from which the	
ferent rooms in the school which they have used or visited. cribe what happened in the different places visited. e filmstrip, *Inside the School*, in order to see the rooms and ound in some schools. priate concepts and vocabulary for places in the school. es to clarify the following words: lletin boards tary, file cabinet, telephone, typewriter e, cap, uniform, scale, height, weight ce, play, exit	*Filmstrip*: Public Schools of the District of of Columbia. *Catalogue of Audio-Visual Materials*. Washington, D. C.: Board of Education, 1964. 2241 - *Inside the School*

SKILLS	TEACHING PROCEDURES
	cafeteria or lunchroom furnace room - engineer, furnace or boiler classroom - pupils Reshow the filmstrip. Point out objects for which concepts were built. Allow pupils to discuss briefly. Encourage them to use proper terminology.
Building Vocabulary Related to the School and School Personnel	Use direct experiences. Take pupils for a walk through the corridor. Return to the class. Ask pupils to recall things they have seen. Help with appropriate names and uses or purposes of things seen. Be sure pupils are familiar with the words corridor, fire extin bulletin board, exit, out, entrance, in. Identify doors by the directions - north, south, east, or west - found. Take another walk. Appoint six children to act as tour guides. Ask them to name and explain the purpose or proper use of items Walk with the class to the office. Provide meaningful explanations of the work and about the personn Example: Introduce pupils to the principal, secretary, and other office worke

TEACHING PROCEDURES

MATERIALS

oom
ineer, furnace or boiler

hich concepts were built.
briefly.
proper terminology.

through the corridor.

ings they have seen.
names and uses or purposes of things seen.
amiliar with the words corridor, fire extinguisher, fountain,
, out, entrance, in.
directions - north, south, east, or west - in which they are

act as tour guides.
explain the purpose or proper use of items above.

the office.
planations of the work and about the personnel in the office.

principal, secretary, and other office workers.

SKILLS	TEACHING PROCEDURES
	Explain that information for and about all of the children and teache workers in the building is kept in the office. Show and identify file cabinets and help pupils understand that th secretary to keep all papers neat and in order so that they can be fou Provide explanations about the typewriters, and telephones. Help pupils understand that much writing has to be done in the office, a of this writing is done on the typewriter because it is neater, faster than writing by hand. Ask children to listen to the sounds made by the typewriter. Help them understand the message which the bell gives the secretary, valuable. Guide pupils in understanding that the telephones in the building are u business calls to other schools, to homes of children or workers in to other offices. Ask the secretary to demonstrate the way in which she identifies the sc call comes in. Call attention to the friendly, but business-like voice used by the secreta Show pupils where they should stand to await recognition when they office on an errand. Give the class a pattern for courteous behavior when coming to the offic Greet those present. Excuse yourself. State reason for coming. Listen closely to those who speak. Express appreciation for help. Provide opportunity for role-playing situations which involve carrying the office after pupils have had opportunity to review standards d discussion. * Show pictures of other offices - dentist's, doctor's, business. Point out similarities and differences in staff and equipment.

TEACHING PROCEDURES

on for and about all of the children and teachers and other
ing is kept in the office.
cabinets and help pupils understand that these help the
papers neat and in order so that they can be found easily.
out the typewriters, and telephones.
that much writing has to be done in the office, and that much
done on the typewriter because it is neater, clearer, and
y hand.
the sounds made by the typewriter.
he message which the bell gives the secretary, and why it is

tanding that the telephones in the building are used to make
er schools, to homes of children or workers in a school, and

emonstrate the way in which she identifies the school when a

endly, but business-like voice used by the secretary.
ey should stand to await recognition when they come to the

n for courteous behavior when coming to the office:
t.

ming.
ose who speak.
on for help.

r role-playing situations which involve carrying messages to
pils have had opportunity to review standards during a class

offices - dentist's, doctor's, business.
and differences in staff and equipment.

MATERIALS

Pictures of business and professional offices

SKILLS	TEACHING PROCEDURES
	Take pupils to the library. Introduce the librarian and ask her to tell pupils about the library work. Be sure pupils understand words, such as: books, shelves, stacks, br card. Help pupils understand that they may borrow books from the library should have clean hands when using the books. Permit children to browse through the books until they find the one w or feel that they would like to select to read. Guide children in making suitable selections and in sitting quietly at a their books. Ask the librarian to tell pupils a story after they have had a brief o investigation on their own.
Recognizing Sounds Associated with Specific Things or Places	Take a listening walk: through the halls at school in the office on the playground on the sidewalk of a busy or of a quiet street List sounds pupils name to aid in recall during the discussion o classroom. * Allow pupils to draw pictures of things they saw and heard during the vide pupils with pictures similar to their walk. Encourage children to use the pictures to recall and describe things th

TEACHING PROCEDURES

ry.
and ask her to tell pupils about the library and about her

and words, such as: books, shelves, stacks, browse, library

that they may borrow books from the library, but that they
nds when using the books.
wse through the books until they find the one which they need
ld like to select to read.
g suitable selections and in sitting quietly at a table to enjoy

ell pupils a story after they have had a brief opportunity for
r own.

school

busy or of a quiet street
me to aid in recall during the discussion on return to the

ictures of things they saw and heard during the walk, or pro-
ures similar to their walk.
se the pictures to recall and describe things they heard.

MATERIALS

Pictures showing activities:
  at school
  on the playground
  on a busy street
  on a quiet street

Notebook/pencil (for teacher use)

See Urban Panorama. Chicago: National Dairy Council, 1965.

Recording:
  Sounds Around Us. "Around the Town." 78 rpm. Fair Lawn, New Jersey: Scott, Foresman and Co., 1951.

SKILLS	TEACHING PROCEDURES
Developing Concepts around Special Times of the Year	Use pictures. Tell pupils the name of the new month. Have children pronounce the name. Place pictures representing characterizing features of before the children. Use the pictures to give pupils a brief sketch about t various activities which are associated with it. Example: (Fire Prevention Week) Show pictures and give explanations which provide the Fire is important. Careful use of fire is essential. Many media are used to disseminate information o Specific measures should be taken to prevent fi vacation. Review facts by having the children select pictures to use to recall pertinent information. Guide the discussion by giving the name of the month and by asking children to contribute ideas or concepts w mind. Summarize by having the children tell the special time activities which they have described take place.

TEACHING PROCEDURES

of the new month.
nce the name.
esenting characterizing features of an important day or week
n.
give pupils a brief sketch about the special occasion and the
which are associated with it.

vention Week)

give explanations which provide the following concepts.
ant.
fire is essential.
e used to disseminate information on fire prevention.
sures should be taken to prevent fires at home, at school, on

ng the children select pictures to use as a guide in helping them
t information.
by giving the name of the month and of the special occasion and
n to contribute ideas or concepts which the occasion brings to

g the children tell the special time and the month in which the
hey have described take place.

MATERIALS

For suggestions of material to include in sketches, see: Banks, Marjorie Ann. How We Celebrate Our Fall Holidays. Chicago: Benefic Press, 1961.

Banks, Marjorie Ann. How We Celebrate Our Spring Holidays. Chicago: Benefic Press, 1961.

Pictures useful in bringing out desirable concepts about fire prevention:

Importance of fire
  Mother cooking
  children around picnic fire
  Father burning leaves
  family around fireplace
  coal or oil furnace, electric heater
Media through which information on fire prevention may be obtained
    television
    radio
    books
    fireman and fire station
Safety measures
  matches out of reach
  clean, uncluttered basement and other rooms
  campfire being put out
  children practicing fire drill at school

SKILLS

Building Concepts and Descriptive Vocabulary Related to Special Times of the Year

TEACHING PROCEDURES

Use objects and pictures.

Apply the same technique described in the previous lesson, b
pictures to give sensory impressions of the special occasion, n

Example: (Building sensory impressions around fall)

Display objects, such as:
- fall leaves
- seasonal fruit
- seeds
- fall flowers

Help build descriptive words to describe sensory impressions.
Include words, such as:

falling
floating
fluttering
changing
golden
brightly-colored
beautiful
shiny
plump
crumbly
rustling
crackling
spicy
juicy
sweet
delicious

Provide pictures which show fall scenes.

- * Encourage children to use at least one descriptive word as the the things in the picture.
- * Show swatches of color suggestive of fall.

Ask children to associate the colors with things which they see

TEACHING PROCEDURES

s.

chnique described in the previous lesson, but use objects and
sensory impressions of the special occasion, month, or season.

sensory impressions around fall)

such as:

t

iptive words to describe sensory impressions.
uch as:

rightly-colored
eautiful
shiny
lump

crumbly
rustling
crackling
spicy

juicy
sweet
delicious

which show fall scenes.
ren to use at least one descriptive word as they tell about one of
the picture.
f color suggestive of fall.
ssociate the colors with things which they see in fall.

MATERIALS

Objects, such as:

- fall flowers
- seasonal fruits
- seeds
- leaves

Color swatches suggestive of colors associated with fall

Pictures of fall scenes

SKILLS	TEACHING PROCEDURES
Gathering Information for Enrichment	Use a camera. Display a camera. Allow pupils to hold and to examine it closely. Encourage a discussion of the shape, feel, and exterior construc Hold the camera while pupils designate the top, bottom, sides, fr Allow pupils to count the surfaces. Help pupils identify the lens, shutter, shutter button, and the film Provide accurate vocabulary as needed. Permit those with previous experiences with cameras to share t Encourage and guide pupils in the use of proper terminology dur Open the camera so that its interior may be explored. Show and name the black lining film rods with slots for insertio Invite pupils to ask questions in order that they may gain fu clarification. Suggest that pupils imagine themselves to be very tiny and to te to them if they were fastened inside of a camera. Elicit responses, such as: I think it would be very dark. It might be darker than night. You wouldn't be able to see anything. It would be pitch dark. Put the camera together. Give an explanation, such as: A camera has a tiny, very dark room with a small wi called a lens which can open quickly to let in light and then c may be placed in the camera in front of the lens in order to paper is special because it has been treated so that when makes a picture of whatever is in front of it.

TEACHING PROCEDURES

d and to examine it closely.
ssion of the shape, feel, and exterior construction.
hile pupils designate the top, bottom, sides, front, and back.
int the surfaces.
y the lens, shutter, shutter button, and the film winding knob.
ocabulary as needed.
previous experiences with cameras to share them.
de pupils in the use of proper terminology during their sharing.
o that its interior may be explored.
e black lining film rods with slots for insertion of the roll of film.
sk questions in order that they may gain further information or

s imagine themselves to be very tiny and to tell how it would look
were fastened inside of a camera.
such as:
l be very dark.
ker than night.
e able to see anything.
h dark.
gether.
n, such as:
has a tiny, very dark room with a small window (point to lens)
which can open quickly to let in light and then close. Special paper
l in the camera in front of the lens in order to make pictures. The
ial because it has been treated so that when light shines on it, it
e of whatever is in front of it.

MATERIALS

Camera - Brownie type

SKILLS	TEACHING PROCEDURES
Perceiving Relationships and Extending Word Meanings	Demonstrate the speed with which the lens opens and closes by button several times as the children observe the lens. Ask the pupils whether they have a part of their bodies which take Ask the children to wink or blink their eyes as quickly as possi "pictures" taken by their eyes. Point out the resemblance between the lens of the camera and t on the camera and the lids on their eyes. Review and record the vocabulary and the information gathered fr
Perceiving Relationships of Cause and Effect	Use two rolls of camera film. Show the pupils a roll of unexposed film in its protective wrapping Challenge the children to tell what it is and to explain the pu wrapping. Use the old, unwrapped film for class observation, examination, a Guide pupils in their descriptions of the length, feel, appearanc of the roll. Tell pupils to try to recall their earlier discussion concernin used in cameras. Ask: "Do you think we could use this roll of film to take pictu If pupils desire proof, load the camera with the expos pictures, and send it to be developed so that they may study th

TEACHING PROCEDURES	MATERIALS
with which the lens opens and closes by pushing the shutter	
as the children observe the lens.	
they have a part of their bodies which takes pictures.	
nk or blink their eyes as quickly as possible and to note the	
their eyes.	
nce between the lens of the camera and the eye; the shutter	
ne lids on their eyes.	
vocabulary and the information gathered from the lesson.	
lm.	Roll of film, wrapped Roll of film, old and unwrapped
f unexposed film in its protective wrapping.	
n to tell what it is and to explain the purpose of the heavy	Camera
film for class observation, examination, and discussion.	
descriptions of the length, feel, appearance, and composition	
recall their earlier discussion concerning the special paper	
we could use this roll of film to take pictures now? Why?"	
re proof, load the camera with the exposed film, take a few	
it to be developed so that they may study the results.	

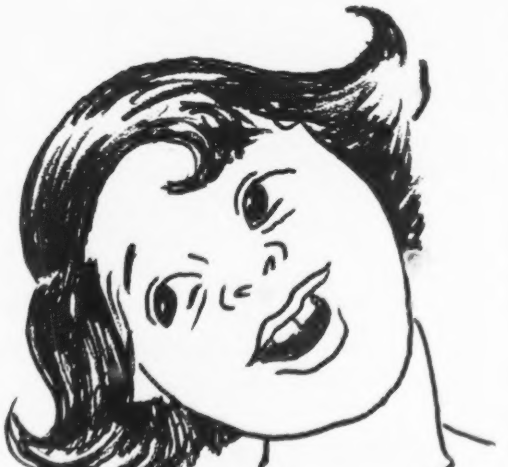
SKILLS	TEACHING PROCEDURES
	Provide opportunity for close observation of loading the camer film. Reload the camera with the unexposed film while standing in a dar Ask: "Why did I go into the closet this time to load the camera?" Demonstrate winding the film in the camera until the numeral one ap Question pupils as to the meaning of the appearance of the numera Encourage estimations of the number of exposures on the roll. Check estimations with the last numeral at the time of the last exp Invite the class outdoors, if the day and light conditions permi pictures taken. Take individual pictures of members of the class on another pr day for the purpose of composing a class gallery and to stimul
Concentrating to Follow Directions	Use photographs of each pupil. Have pupils turn their chairs so that their faces are visible t class. Place face down in a box one photograph of each pupil. Designate one person to pass the box among members of the group Direct each pupil to select one photograph and study it look around the room to locate the person in the photograph take the photograph to the owner state the fact that he has the picture and is presenting it.

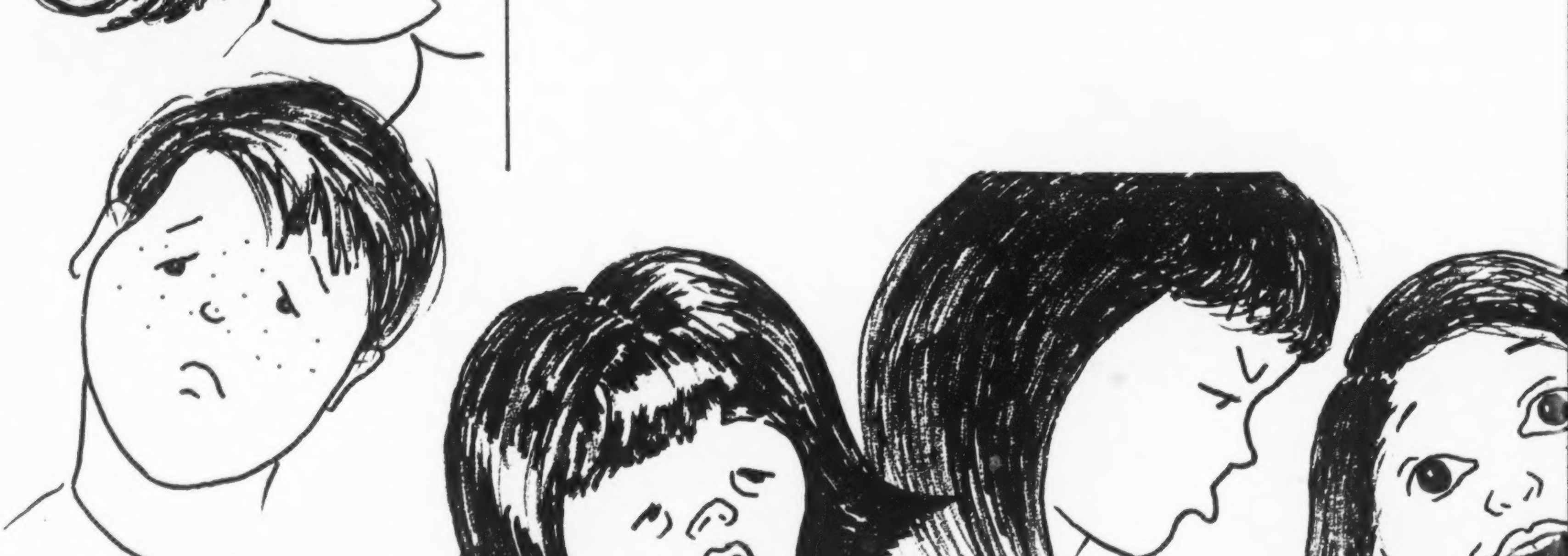
EACHING PROCEDURES	MATERIALS
close observation of loading the camera with the exposed	
he unexposed film while standing in a dark closet.	
he closet this time to load the camera?"	
film in the camera until the numeral one appears in the lens.	
meaning of the appearance of the numeral one.	
the number of exposures on the roll.	
he last numeral at the time of the last exposure.	
rs, if the day and light conditions permit it, to have group	
of members of the class on another previously specified	
of composing a class gallery and to stimulate other lessons.	
pil.	Photographs - one of each pupil
chairs so that their faces are visible to everybody in the	Box
one photograph of each pupil.	
pass the box among members of the group.	
and study it	
to locate the person in the photograph	
the owner	
has the picture and is presenting it.	

SKILLS	TEACHING PROCEDURES
Developing Sentence Sense and Social Courtesy	Allow pupils to formulate and speak their own sentences. Redirect pupils' ideas into statements that are complete tho Examples: "I have your picture, Jane. Here you are." or "Here is your photograph, Bill." Encourage the use of pleasant facial expression and voice i Elicit oral expressions of courtesy by each receiver. Direct pupils to keep their photographs in school for furthe Provide many occasions upon which pupils may develop sen
Developing Vocabulary to Describe Emotions	Use a poem. Show pictures of faces which express various emotions. Ask: "Have you ever felt this way?" Encourage pupils to describe such instances freely. Say the poem, "How Do You Feel?" Match faces with words as they are said. Repeat the poem, but permit children to make their face emotions called for. Help pupils give words that describe emotions, as: happ grumpy, shy, excited. Guide pupils in grouping descriptives in terms of those whi inside and those which suggest an unpleasant feeling. Help pupils add to their list descriptives suggestive of bright, pleased, proud, cheerful.

TEACHING PROCEDURES	MATERIALS
e and speak their own sentences. nto statements that are complete thoughts, if necessary. our picture, Jane. Here you are." or your photograph, Bill." easant facial expression and voice intonation. of courtesy by each receiver. eir photographs in school for further use. upon which pupils may develop sentence sense.	
hich express various emotions. lt this way?" cribe such instances freely. You Feel?" as they are said. permit children to make their faces and bodies express the s that describe emotions, as: happy, sad, hurt, frightened, d. g descriptives in terms of those which suggest a good feeling ch suggest an unpleasant feeling. eir list descriptives suggestive of good feelings – friendly, d, cheerful.	Transparencies with drawings of faces reflecting varying emotional reactions Overhead projector Magazine pictures in which different emotional responses are indicated Drawing paper Crayons (See poem on next page.)

SKILLS	TEACHING PROCEDURES
	Display pictures of children and adults, some of whom may be in Ask children to study the faces of those pictured and tell how the feel. Encourage the children to provide possible explanations to accoun facial expression. Help pupils note that an upturned mouth usually suggests good while lips that are turned down usually suggest sadness or unpl Encourage pupils to use the above technique and draw pictures — or son, and one of someone who is sad. Ask the children to place their characters in a situation which reactions. Ask pupils to select the descriptive word that best seems to fit the * Suggest that some might use their pictures as a springboard stories to share orally at a later period.





ACHING PROCEDURES

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ces of those pictured and tell how the persons probably

ovide possible explanations to account for the person's

turned mouth usually suggests good or happy feelings,
down usually suggest sadness or unpleasant reactions.
bove technique and draw pictures — one of a happy per-
ho is sad.
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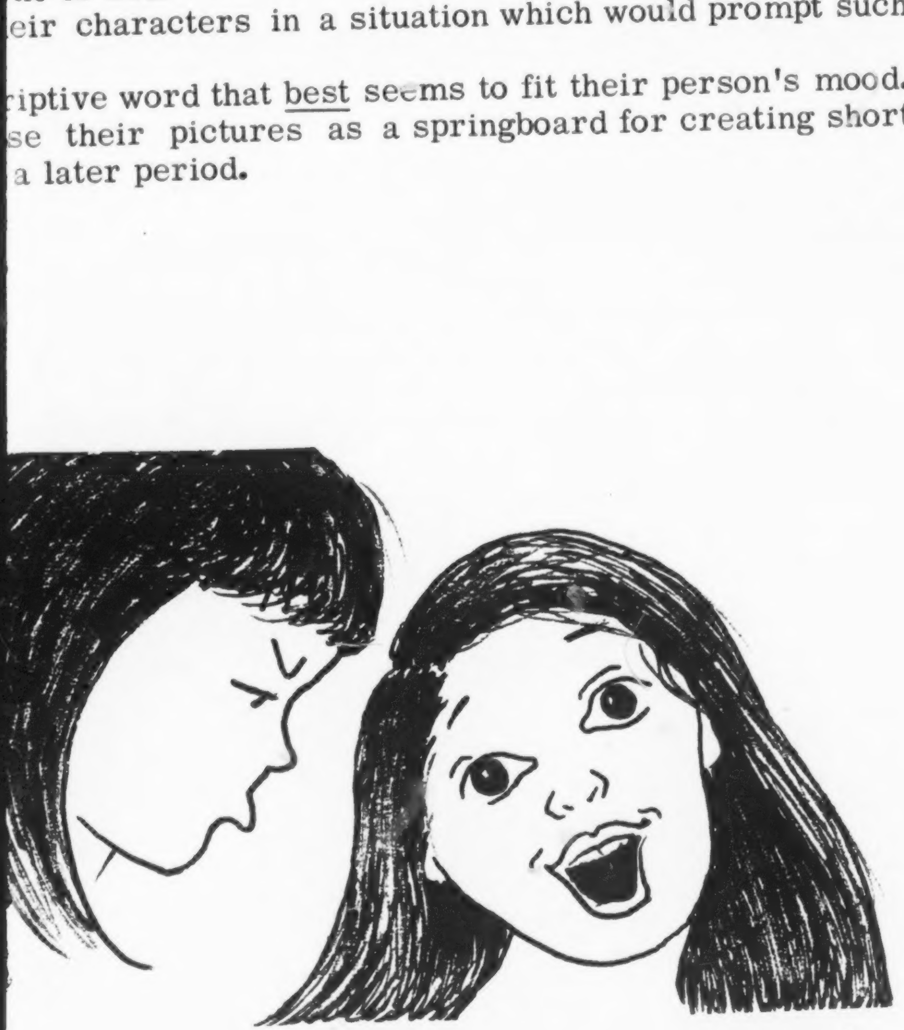
riptive word that best seems to fit their person's mood.
se their pictures as a springboard for creating short
a later period.



MATERIALS

Poem: "How Do You Feel?"

How do you feel this morning?
How will it be today?
Some of you look happy --
Some, look gay,
But over in the corner
I see someone looking sad -
Someone looking grumpy
And one or two seem mad.

How would you feel in the woods?
Away from your friends and home?
So frightened and tired and lonely
Uncertain of which way to roam?

How do you feel on a birthday?
Excited and all aglow?
With visions of cake and candles
And all kinds of gifts to show --

How would you feel if you moved?
A bit timid and hurt and shy?
Or sure that you'd make some new
friends
With smiles and a warm friendly
"Hi?"

Alyce K. Barnett
Language Arts Teacher
Aiton School

SKILLS	TEACHING PROCEDURES
Building Vocabulary to Describe Voices and Feelings	Use pictures. Have the children study pictures which reflect mood through fac Develop or review words, such as: happy - friendly, smilin angry, frowning; sad - worried, frightened. Ask pupils to indicate which pictures suggest that the perso inside. Guide pupils in considering what kind of voice each person pro the person might have said. Develop the words - lively, whispering, crying, shouting, sighin Encourage different pupils to take turns in making their voice the persons pictured.
Building Vocabulary to Describe Movement	Allow the class to study pictures of persons who appear to be w Help pupils classify movements as light or heavy. Ask several pupils to imitate the action and sound indicated in t Ask class members to close their eyes as they listen to the foot Ask them to interpret how the person was moving and to su person might move this way. Build in vocabulary to describe the movement. Encourage members of the class to provide sentences utilizing which will help them tell about the pictures. Display the pictures in which facial expression is highlighted. Ask pupils to suggest the movement which they would expect to indicated by the person pictured. Provide opportunity for pupils to show feelings through voice an

TEACHING PROCEDURES

pictures which reflect mood through facial expression.
rds, such as: happy - friendly, smiling, excited; grumpy -
- worried, frightened.
which pictures suggest that the persons pictured feel good

ring what kind of voice each person probably used, and what
e said.
ly, whispering, crying, shouting, sighing.
pils to take turns in making their voices sound like those of

pictures of persons who appear to be walking or "going."
ements as light or heavy.
nitate the action and sound indicated in the picture.
lose their eyes as they listen to the footsteps.
how the person was moving and to suggest why or when a
his way.
escribe the movement.
the class to provide sentences utilizing newly learned words
tell about the pictures.
which facial expression is highlighted.
e movement which they would expect to accompany the mood
on pictured.
pupils to show feelings through voice and movement.

MATERIALS

Pictures to suggest -
- affection
- anger
- fear
- surprise
- pain

Pictures showing -
- quick rhythmic steps
  - dancing
  - marching
  - tripping
  - tipping

- slow, tired footsteps
  - limping
  - dragging

- heavy, angry steps
  - stomping

Pictures suggesting mood and voice quality through facial expression (See lesson above.)

SKILLS	TEACHING PROCEDURES
	Review vocabulary by asking the rest of the class to find the pictures bring them to life and to explain how the children spoke or moved desired mood. Guide pupils in evaluating effective characterizations.
Enjoying Literature	Use verses from Mother Goose.
Developing Awareness of the Rhythm in the Verses of Mother Goose Associating the Sound and Rhythm of Words with Ideas Presented	Show a few of the pictures in color from a book of nursery rhymes. references.) Discuss briefly the delightful or amusing aspects of the art. Ask pupils to listen to decide what movement the rhyme suggests reads some of the rhymes. Select verses which clearly lend themselves to specific movements. Read so that pupils can maintain rhythmic movement easily.

Examples:

Walk down the path - walking
As Tommy Snooks and Bessie Brooks - walking
A dillar, a dollar - slow, dragging walk
O, the grand old Duke of York - marching
Hark, hark the dogs do bark - tramping
Three children sliding on the ice - sliding
Here Am I Little Jumping Joan - jumping
Jack be nimble - jumping
The High Skip - skipping or jumping
Wee Willie Winkie - running on tiptoe
Tom, Tom, the piper's son - hard running
The farmer went trotting - trotting
This is the way the gentlemen ride - trotting
Ride a cock-horse - rocking
Pat-a-cake - clapping
Here we go round the mulberry bush - clapping

Help pupils realize that they could move easily as rhymes were being
of the rhythm in the rhymes.

CHING PROCEDURES

the rest of the class to find the pictures as the children
explain how the children spoke or moved to achieve the

ective characterizations.

color from a book of nursery rhymes. (See suggested

or amusing aspects of the art.
ide what movement the rhyme suggests as the teacher

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tain rhythmic movement easily.

king
ssie Brooks - walking
dragging walk
York - marching
rk - tramping
the ice - sliding
Joan - jumping

or jumping
ing on tiptoe
on - hard running
- trotting
emen ride - trotting
king

lberry bush - clapping

y could move easily as rhymes were being read because
nes.

MATERIALS

Lines, Kathleen, compiler. Jones, Harold, illustrator. Lavender's Blue. Franklin Watts, New York: 1964. pp. 10, 11, 16, 18, 34, 35, 38, 39, 43, 44, 51, 74, 129, 144.

deAngeli, Marguerite. Book of Nursery and Mother Goose Rhymes. Doubleday and Co., Garden City, New York: 1954. pp. 11, 15, 47, 50, 56, 81, 86, 101, 115, 129, 138, 162, 181.

Lang, Andrew, editor. Brooke, L. Leslie, illustrator. The Nursery Rhyme Book. Frederick Warne and Co., London and New York: reprinted 1958. pp. 47, 49, 63, 119, 134, 140, 171, 182, 187, 203, 246. (no drawings in color)

Field Enterprises Educational Corporation. Childcraft, The How and Why Library. Vol. I, Chicago: 1964. pp. 12, 13, 15, 50, 163.

SKILLS	TEACHING PROCEDURES
Developing An Awareness of the Art Found in Children's Books	Use several versions of Mother Goose. Circulate copies of various Mother Goose books. Explain that the books contain many of the same verses, but that often quite different. Encourage pupils to express their preferences picturewise and rea Accept all responses. Project selected pictures using the opaque projector. Examples: "This Little Pig Went to Market" - Leslie Brooke, illustrator Read the poem. Repeat the portion illustrated by the pig eating roast beef. Guide pupils in noting facial expressions of the pig that had no the one feasting. Guide pupils in interpreting the reasons for the difference in exp "Little Miss Muffet" - Rojankovsky, illustrator "Little Miss Muffet" - deAngeli, illustrator Display both little girls. Ask: "Which Miss Muffet is more like the picture which co when you think of Miss Muffet? Why does your Miss Muffet look like that?" "Old Mother Hubbard" - Leslie Brooke, illustrator Read the poem. Show the illustration. Ask: "Which part of the rhyme does the picture depict, or tell a Permit children to express their reactions to the picture. Compare this illustration with the one of the pigs by the same ar Ask: "With what materials do you think this artist worked?

TEACHING PROCEDURES

ner Goose.

ıs Mother Goose books.
ontain many of the same verses, but that the pictures are

ess their preferences picturewise and reasons for choice.

using the opaque projector.

Market" - Leslie Brooke, illustrator

strated by the pig eating roast beef.
g facial expressions of the pig that had none, the cook, and

reting the reasons for the difference in expression.

ojankovsky, illustrator
Angeli, illustrator
ls.
Muffet is more like the picture which comes to your mind
nk of Miss Muffet?
Miss Muffet look like that?"

Leslie Brooke, illustrator

he rhyme does the picture depict, or tell about?"
press their reactions to the picture.
tion with the one of the pigs by the same artist.
erials do you think this artist worked?

MATERIALS

Brooke, L. Leslie, illustrator, Ring O' Roses, A Nursery Rhyme Picture Book. Frederick Warne and Co., London and New York

Rojankovsky, Feodor, illustrator, The Tall Book of Mother Goose. Harper and Row, New York: 1942. p. 11

deAngeli, Marguerite, Book of Nursery and Mother Goose Rhymes. Doubleday & Co., Garden City, New York: 1954. p. 13

Lang, Andrew, editor. Brooke, L. Leslie, illustrator. The Nursery Rhyme Book. Frederick Warne and Co., London and New York: reprinted 1958. p. 165

SKILLS	TEACHING PROCEDURES
	In this illustration of "Old Mother Hubbard" what do you Review pictures and names of artists. * Encourage pupils to enjoy and examine the pictures in th library books and to be alert for other works of the artists n
Developing Acquaintance with More Authentic Poets	Use poetry. Use poems of Christina Rossetti to introduce pupils to more aut Compare the rhythm in "Mix a pancake. . ." with that of "Pat-a- Give pupils the name of the poet. Christina Rossetti. Show her small book of poems, Sing-Song, if possible. Explain that Christina Rossetti wrote many little poems for chil Introduce two other of her poems, "Who has seen the wind. . do you never rest?" Read the first poem and ask pupils to tell things they see whi the wind is passing by. Read the second poem and ask pupils to tell - what kind of wind was blowing how they would feel Provide opportunity for pupils to illustrate either poem. For quiet periods, the teacher might read Christina R the foot. . ." or "What do the stars do. . ." Introduce A. A. Milne to the children. Explain that A. A. Milne had a little boy of his own, and ther things that children enjoy doing and wrote of many of these th

CHING PROCEDURES

of "Old Mother Hubbard" what do you notice first? Why?"
of artists.
y and examine the pictures in their own books and in
lert for other works of the artists mentioned.

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poet. Christina Rossetti.
ms, Sing-Song, if possible.
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poems, "Who has seen the wind. . ." and "O, wind why

sk pupils to tell things they see which makes them know

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owing

ls to illustrate either poem.

the teacher might read Christina Rossetti's "Angels at
the stars do. . ."

children.
had a little boy of his own, and therefore, he knew about
y doing and wrote of many of these things.

MATERIALS

Rossetti, Christina. Sing-Song. Macmillan Co., New York: 1924.

Arbuthnot, May Hill. Time for Poetry. Scott, Foresman and Co., Fair Lawn, New Jersey: 1961. p. 94.

SKILLS	TEACHING PROCEDURES
	Ask pupils to listen to the poem, "Hoppity," and tell what it mak doing. Select several children to hop during the reading when they feel suc propriate. Select others who feel the rhythm differently, and let them hop. Explain that A. A. Milne has written stories and other poems a Robin which the children may enjoy reading.
Using Vocabulary to Describe Color Patterns	Provide direct experiences. Place a chart on which there is a circle, a square, and a line before Have children identify these. Give each pupil an envelope containing swatches of material. Ask children to hold up the material with circles. Present the term polka-dot and help pupils associate the new wor with which they are already familiar. Encourage pupils to identify polka-dot designs in their clothing o the room. Continue in the same manner associating the square with checked line with striped material. Help pupils hear and pronounce the "t" sound at the end of the word and striped. Have pupils find the sound that they hear at the end of these wor visual Chart. Place a square on the chalkboard. Place vertical and horizontal lines on the square so as to create s sizes. Associate the new combination with the word plaid. Have children locate their plaid swatch of material. Provide an opportunity for pupils wearing plaid to come up and tel have that is plaid. Let various pupils identify all four swatches of material. Guide pupils in playing a "Guess Who" game in which they identi their dresses, shirts, or sweaters.

TEACHING PROCEDURES

en to the poem, "Hoppity," and tell what it makes them feel like

ildren to hop during the reading when they feel such movement ap-

feel the rhythm differently, and let them hop.
. Milne has written stories and other poems about Christopher
children may enjoy reading.

nces.

hich there is a circle, a square, and a line before the children.
tify these.
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are already familiar.
to identify polka-dot designs in their clothing or in items around

me manner associating the square with checked material, and the
d material.
nd pronounce the "t" sound at the end of the words: dot, checked,

the sound that they hear at the end of these words on the Phono-

the chalkboard.
horizontal lines on the square so as to create spaces of varying

combination with the word plaid.
te their plaid swatch of material.
unity for pupils wearing plaid to come up and tell about what they
id.
identify all four swatches of material.
laying a "Guess Who" game in which they identify classmates by
shirts, or sweaters.

MATERIALS

Chart with a circle, a square, and a line

Envelopes with swatches of
- polka-dot material
- checked material
- striped material
- plaid material

SKILLS	TEACHING PROCEDURES
	Say: "I'm thinking of someone with a plaid shirt. Guess who it i Have the rest of the class guess which child is being described. Let the child who guesses correctly give the next description. Encourage clear enunciation of new words. Use the Dress-Me-Doll lesson described on page 16 for additiona Substitute color patterns for plain colors.
Building Vocabulary and Concepts around Roles that Children Play	Use pictures. Show a picture of a little girl. Say: "Here is a little girl. She likes to do many things which you like to do. She does things with many different persons. Each person that I will show you thinks about her in a diffe Show a picture of a little girl with her mother. (Pretend it previous picture.) Let children discuss who is with the little girl and what they are Help children understand that the little girl is very special an the picture will do many things for the little girl because the g Continue in the same manner using other pictures and elicitin to show that a girl may be a niece, a grandchild, a sister, a f a pupil, a patient.

ACHING PROCEDURES

one with a plaid shirt. Guess who it is."
uess which child is being described.
orrectly give the next description.
n of new words.

son described on page 16 for additional practice.
r plain colors.

rl.

things which you like to do.
many different persons.
ill show you thinks about her in a different way."

tle girl with her mother. (Pretend it's the girl from the

s with the little girl and what they are doing together.
that the little girl is very special and that the woman in
y things for the little girl because the girl is her daughter.
nner using other pictures and eliciting other explanations
y be a niece, a grandchild, a sister, a friend, a classmate.

MATERIALS

Dress-Me-Dolls (See page 17.)
Materials with different color patterns
or
Teacher-made transparencies of dolls with overlays showing different color patterns
Overhead projector

Pictures, such as:
- a little girl
- a little girl and her mother engaged in some activity
- a little boy with his father
- a girl and boy at home
- two girls (boys) on the playground
- a girl or boy participating in class activities with the teacher on the scene
- a girl or boy in the doctor's office or in the dentist's office

SKILLS	TEACHING PROCEDURES
	Present similar pictures about little boys. Let the boys tell some of the different roles which they pla Provide opportunities for the children to bring the pict children to assume the roles suggested. Discuss beforehand the action taking place, possible co and relationships represented.
Recognizing Sentences that Ask	Use poetry. Present the title, "The New Neighbor." Allow pupils to tell about new children who have moved int ways in which they made friends with the children. Read the poem. Establish the idea that one way of finding out more about to ask questions. Let pupils recall questions asked in the poem. Guide pupils in understanding that the children in the poe the city. Encourage pupils to think of questions which they would as Record questions and help pupils create their own poem Neighbor."
Recognizing Sentences that Tell	Review the children's poem. Ask pupils to suggest answers for each question posed. Be sure pupils answer in complete sentences. Help pupils understand that they told something when the and that the answers are statements. Establish the idea that sentences that tell something are st

EACHING PROCEDURES	MATERIALS
about little boys. the different roles which they play. or the children to bring the pictures to life by permitting e roles suggested. action taking place, possible conversation, tonal quality, resented.	Arbuthnot, May Hill, compiler. Time for Poetry, revised. Fair Lawn, New Jersey: Scott, Foresman and Co., 1961. p. 10. Chart paper Felt pen or Tape recorder Tape
lew Neighbor." ut new children who have moved into their neighborhood and ade friends with the children. one way of finding out more about someone or something is ns asked in the poem. anding that the children in the poem probably did not live in k of questions which they would ask a new neighbor. elp pupils create their own poem patterned after "The New	
oem. swers for each question posed. n complete sentences. that they told something when they answered each question are statements. entences that tell something are statements.	Poem created by children

SKILLS	TEACHING PROCEDURES
Distinguishing between Questions and Statements	Use symbols. Show pupils the symbol (?) by which they can identify sentences tha Show a period (.) and help pupils associate it with a statement. Give each child a ? or a . . Ask children with question marks to think of one question which they with a period. Suggest that children can gain a partner if they are successful in a and receiving an appropriate answer. Explain that when we give information, even though no question is a statement or give a sentence that tells. Ask each child to think of one idea which he would like to share with Encourage each pupil to feel free to use any classroom material personal experiences as he considers his statement. Guide pupils in discovering that statements become more interesti words are used. Ask those listening to judge whether sentences given tell something. * Provide opportunity for independent practice. Keep on file cards with words which the children can read independe Include cards on which there are question marks and cards with peri Select words from the file which can be used to make a simple state make something. and words with which pupils can form a short question - Can you Place such sets in envelopes for individual pupil use. Any meaningful combination of words in the set would be acce

ACHING PROCEDURES

by which they can identify sentences that ask questions.
pils associate it with a statement.

$\boxed{.}$.

arks to thinkofone question which they can ask a friend

ain a partner if they are successful in asking a question
ate answer.
nformation, even though no question is asked, we make a
nce that tells.
e idea which he would like to share with the class.
el free to use any classroom materials or to call upon
he considers his statement.
that statements become more interesting when colorful

whether sentences given tell something.

pendent practice.
ls which the children can read independently.
e are question marks and cards with periods.
which can be used to make a simple statement, as - I can

pils can form a short question - Can you help?
s for individual pupil use.

bination of words in the set would be acceptable.

MATERIALS

Punctuation cards - (enough for each child)

$\boxed{?}$ $\boxed{.}$

3x5 cards with words which pupils can read
(Some words should be written with capital letters.)

Punctuation cards $\boxed{?}$ $\boxed{.}$

Sample of words in teacher's set:

A
a
and
baby
go
have
help
here
see
something
The
the

SKILLS	TEACHING PROCEDURES
Building Questions and Statements	Invite any individual to use the envelopes with cards during f sentence that asks (question) and one sentence that tells (sta Invite the pupil to share his sentences orally at some time durin Be sure the child indicates which sentence was a question an ment, why he chose a certain word for his beginning, an after each sentence.
Building Vocabulary About Places in the Neighborhood	Use objects. Place before the children articles or pictures of articles whic at different counters in the drugstore. * Ask pupils to identify items and tell in what place all of the th or purchased. Help pupils understand that they must go to different counters f goods. Guide pupils in associating articles presented with appropriate Introduce the words - prescription counter, druggest, cosmeti newsstand, magazine rack, candy counter. Discuss behavior and/or appropriate language in terms of requesting service waiting turn identifying purchase carefully making a selection expressing appreciation for service Provide opportunity for role-playing.

TEACHING PROCEDURES

se the envelopes with cards during free time to build one
estion) and one sentence that tells (statement).
is sentences orally at some time during the day.
tes which sentence was a question and which was a state-
a certain word for his beginning, and what mark he used

n articles or pictures of articles which might be purchased
n the drugstore.
ems and tell in what place all of the things could be bought

hat they must go to different counters for different kinds of

g articles presented with appropriate counters.
rescription counter, druggest, cosmetic counter, fountain,
rack, candy counter.
appropriate language in terms of

arefully

on for service
ole-playing.

MATERIALS

Sample of words in teacher's set, continued

boy
Can
can
car
come
for
funny
girl
I
is
it
jump
like
make
my
run
to
you
walk
was
We
What
Will
will

Items which may be bought at the drugstore at different counters, such as:

birthday card
cough syrup
sandwich
lipstick
magazine

SKILLS

TEACHING PROCEDURES

Use trips.

Take a trip to the drugstore.
Help pupils locate and name counters previously discussed.
Encourage children to observe carefully to discover the differ
counter.
Allow each pupil to make a purchase, if possible.

Plans may be made whereby each child comes prep
card for a secret pal. At the beginning of each month, na
ren may be posted. The secret pals obtain their card
present them to those with birthdays.

Use pictures.

Show a picture of a grocery store.
Allow pupils to discuss
who is in the store
kinds of foods they recognize
what they see the people doing
Give pupils correct names for the people they see - usto
manager.
Help pupils identify different kinds of foods - meat; pro
vegetables; dairy products; frozen foods; canned goods; dri

Place pictures of grocery items in the pocket chart.
Discuss descriptive words used to identify items - loaf, h
carton, roll.

TEACHING PROCEDURES	MATERIALS
ore. me counters previously discussed. bserve carefully to discover the different items sold at each	
a purchase, if possible.	
nade whereby each child comes prepared to buy a birthday l. At the beginning of each month, names of birthday child- The secret pals obtain their cards from the teacher and with birthdays.	
ery store.	Teacher-made transparency of grocery store to be used with overhead projector
ecognize ple doing mes for the people they see - customers, clerk, checker,	or Large picture of grocery store
ifferent kinds of foods - meat; produce, fresh fruits and ducts; frozen foods; canned goods; dried foods.	or Picture in class reference materials to be used with opaque projector
y items in the pocket chart. rds used to identify items - loaf, head, bunch, bag, bar,	Pictures: loaf of bread head of lettuce head of cabbage

SKILLS	TEACHING PROCEDURES
	Allow pupils to choose the things which they would like to buy. Have each child tell how he would ask for the product. Permit a different group of children to select pictured items. Choose a child to be the neighborhood grocer. Let the children role-play shopping for their pictured items. Encourage children to use proper identifying words, to speak c tences, and to be polite. Use objects and pictures. Show different containers in which foods come. Ask pupils to identify containers. * Let pupils suggest different kinds of foods which could come in th Help pupils understand that many foods must be weighed after bags, therefore, we buy those foods by the pound. Allow pupils to tell how they would ask for potatoes, vinegar, salt, sodas, frozen foods. Help pupils understand that sometimes we use package when as are sold in boxes. Use frozen foods as an example. Distribute pictures of items similar to the ones discussed. Ask each child to role-play going to the neighborhood store to pur item. Encourage pupils to be pleasant and polite. Use direct experiences. Guide pupils in finding out how many potatoes they would get for a Display a scale.

TEACHING PROCEDURES

the things which they would like to buy.
w he would ask for the product.
up of children to select pictured items.
e neighborhood grocer.
play shopping for their pictured items.
o use proper identifying words, to speak clearly and in sen-
lite.

ers in which foods come.
containers.
fferent kinds of foods which could come in the food containers.
nd that many foods must be weighed after they are placed in
e buy those foods by the pound.
how they would ask for potatoes, vinegar, soup, mayonnaise,
foods.
d that sometimes we use package when asking for foods that

n example.
items similar to the ones discussed.
-play going to the neighborhood store to purchase his pictured

e pleasant and polite.

g out how many potatoes they would get for a pound.

MATERIALS

Pictures, continued
- bunch of carrots
- bag of potato chips
- bar of candy
- bar of soap
- carton of sodas
- roll of paper towels

Pocket chart

Food containers:
- bag
- boxes of different sizes and shapes
- bottle
- jar
- can
- carton

Large mounted pictures of potatoes, vinegar, sodas, soup, mayonnaise, salt, frozen peas

Smaller mounted pictures of products packaged in containers listed

Scale

Big, medium, and little potatoes
Apples (about four)
Oranges (about four)

SKILLS	TEACHING PROCEDURES
	Let children weigh potatoes to try to make a pound. Help children discover that the size of the potato can change the which would be in one pound. Invite pupils to try to find a pound of apples; oranges. Divide the fruit among the children and give everyone a treat. Encourage each child to decide whether a pound of food would b family.
	Use trips. Take a trip to the grocery store. Have pupils find and identify areas in which different kinds of foo Permit a child, previously selected by the class, to buy something for Hallowe'en activities or canned goods to be placed i Christmas basket.
Following Directions	Use a teacher-made tape or give oral directions.
	Allow each child to select an object or objects for which direction or given orally by the teacher. Be sure children are familiar with the names of objects. Include sentences with one or two place phrases. Example: Put the eraser on a desk in the back of the room. Place the ball on the floor under your desk. Use words that refer to color, size, shape, number. Example: Put the two yellow pencils in the pencil box. Put the long red pencil in your desk. Use more descriptive words. Example: Place the shiny piece of paper on the big table. Take the crumpled piece of paper and put it in the t

TEACHING PROCEDURES	MATERIALS
tatoes to try to make a pound. er that the size of the potato can change the number of potatoes one pound. find a pound of apples; oranges. g the children and give everyone a treat. d to decide whether a pound of food would be much food for his	
cery store. identify areas in which different kinds of foods are located. ously selected by the class, to buy something such as a pumpkin ctivities or canned goods to be placed in a Thanksgiving or .	
e or give oral directions.	Familiar, non-breakable, safe objects such as plastic toys and classroom materials
elect an object or objects for which directions are given on tape the teacher. familiar with the names of objects. h one or two place phrases. e eraser on a desk in the back of the room. he ball on the floor under your desk. to color, size, shape, number. e two yellow pencils in the pencil box. e long red pencil in your desk. e words. he shiny piece of paper on the big table. he crumpled piece of paper and put it in the trash basket.	Teacher-made tape of directions for the children to follow Tape recorder or Cards with specific directions for the teacher to read

SKILLS	TEACHING PROCEDURES
	Encourage children to give simple one-step directions for th Examples: Clap your hands like this. John, run to the door. Touch your toes. Get a book from the library, Michael. Instruct children to listen carefully to find out whether dire class or for an individual. Encourage a shy child to whisper directions for the class to Guide the class in recognizing the value of looking at an speaking. Use role-playing situations. Examples: Suggest three items for a child to buy at the grocery store. Direct a child to borrow a specific title at the library. Give a child a message over the telephone for Mother. Give a pupil a message to relay to the principal.
Enjoying Literature	Use a film, Mike Mulligan and His Steam Shovel. Suggest that pupils watch the film and enjoy its story and pic Encourage discussion by asking questions, such as: What part of the story did you find most exciting? Why was it so difficult for Mike Mulligan to find work to d Why was Mike digging a hole? How was the steam shovel finally used? Which scene do you remember most clearly?

TEACHING PROCEDURES

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en carefully to find out whether directions are for the whole
dual.

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nd His Steam Shovel.

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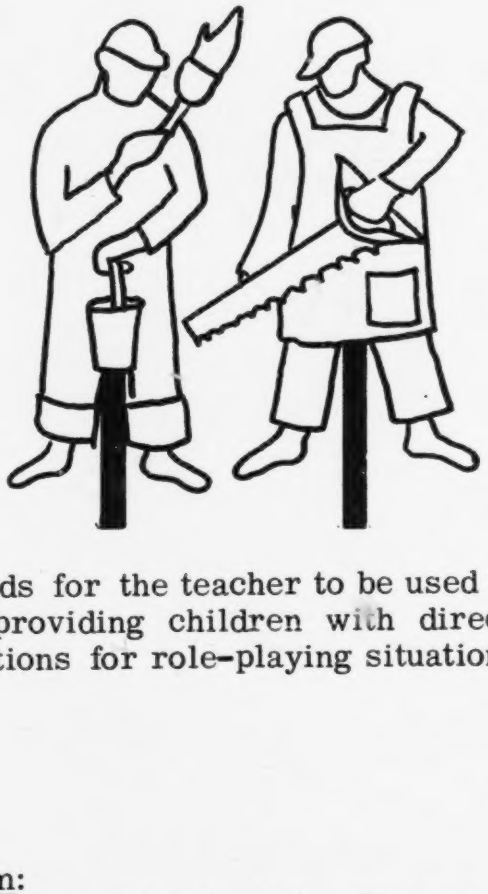
lt for Mike Mulligan to find work to do?
a hole?
hovel finally used?
emember most clearly?

MATERIALS



Cards for the teacher to be used in providing children with directions for role-playing situations

Film:
Public Schools of the District of Columbia. Catalogue of Audio-visual Materials. Washington, D. C.: Board of Education, 1964.

863: Mike Mulligan and His Steam Shovel

SKILLS	TEACHING PROCEDURES
Building Concepts and Vocabulary about Construction and Construction Workers	Use pictures. Show pictures of machines used for construction purposes. Discuss the machines and the work done by each. Be sure children learn names, such as: steam shovel, powe cement mixer, and crane. Ask questions, such as: Which machine digs up the earth? What carries the dirt away? Which machine mixes and pours the concrete? Which machine lifts or lowers heavy weights? Help pupils realize that shovels and wheelbarrows are simpl manner similar to that in which power shovels and dump tru Guide pupils in understanding the advantages of the power shov terms of saving time and labor. Take pupils to a construction project, if possible. Ask children to notice machines being used and the work being Use a record, Build Me A House. Show a picture of a house and a plot of land. Label the picture of the empty lot with the word before. Label the picture with the house - after. Ask pupils to suggest things which had to take place in between Show a picture of a building under construction, if necessa their thinking. Encourage pupils to give as much information as possible co machines, tools, and materials used; workers needed. Ask pupils to listen to the record, Build Me A House for enjoym view of steps involved in building a house.

TEACHING PROCEDURES

s used for construction purposes.
l the work done by each.
names, such as: steam shovel, power shovel, dump truck,
ane.

p the earth?
away?
and pours the concrete?
r lowers heavy weights?
shovels and wheelbarrows are simple machines used in a
t in which power shovels and dump trucks are used.
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empty lot with the word before.
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ngs which had to take place in between the two periods.
building under construction, if necessary, to guide pupils in

e as much information as possible concerning steps taken;
materials used; workers needed.
he record, Build Me A House for enjoyment and for an over-
ed in building a house.

MATERIALS

Pictures:
steam shovel (power shovel)
crane
dump truck
cement mixer
wheelbarrow
shovel

Refer to:
Russell, David H. Clymer, Theodore W., and Christenson, Bernice M. Building Pre-Reading Skills Kit A Language. Ginn and Co., New York: 1965.
Pictures: S-(31-38)

Recording:
Build Me A House. 78 rpm
Children's Record Guild, New York.

Pictures:
house
plot of land
building under construction

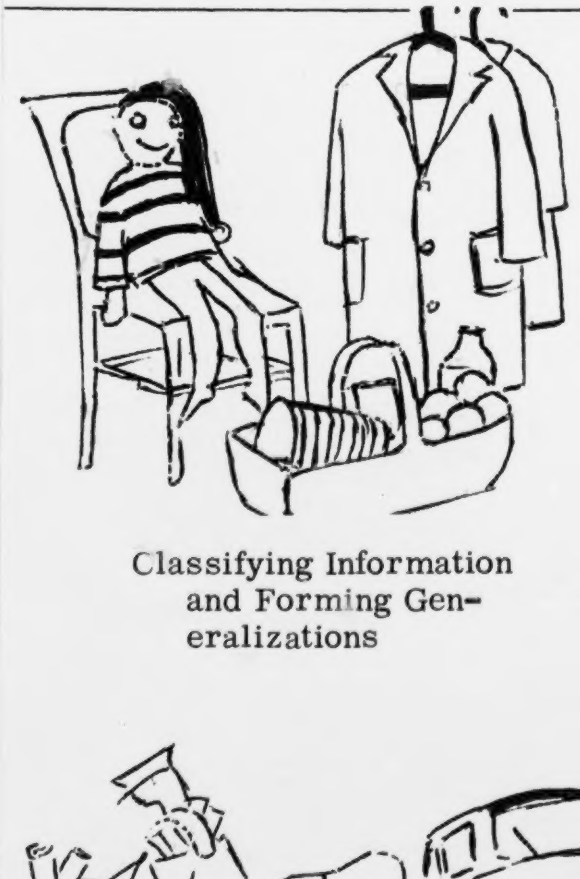
See Ginn Language Kit
Pictures: L-6
S-(31-38)

SKILLS	TEACHING PROCEDURES
	Guide pupils in discussing fanciful elements found in the story. Replay the record so that pupils may listen in order to sup original concepts. Show flannel cut-outs as pupils recall workers mentioned on the Guide pupils in using appropriate vocabulary, as: steam sho cement mixer, construction workers, crane, steel helmets, s carpenter, woodwork, plumber, electrician, painter, wiring took place between the empty lot and the finished house. Use flannel board materials. Place flannel-backed cut-outs of community workers on one board. Allow pupils to earn a cut-out by identifying a worker and de part in the construction of a building. Ask pupils to replace workers, in the order in which their se quired, across the top of the flannel board. * Use the pictures to help pupils make a chart revealing steps in bu Show pictures of machines, tools, or products requiring repair o workers. Stimulate pupils to pretend they are the workers. Ask each "worker" to select a picture and explain either how h tool, or material, or why his job made use of a product possib

EACHING PROCEDURES	MATERIALS
fanciful elements found in the story. hat pupils may listen in order to supplement or correct upils recall workers mentioned on the record. ppropriate vocabulary, as: steam shovel, power shovel, uction workers, crane, steel helmets, scaffold, bricklayer, plumber, electrician, painter, wiring - as they tell what empty lot and the finished house.	Instructo Products Co. Philadelphia. "Community Workers" - #151 Flannel board
-outs of community workers on one side of the flannel cut-out by identifying a worker and describing briefly his n of a building. orkers, in the order in which their services might be re- of the flannel board. upils make a chart revealing steps in building a house. , tools, or products requiring repair or installation by the d they are the workers. elect a picture and explain either how he uses the machine, hy his job made use of a product possible.	Instructo Products Co. Philadelphia "Community Workers" - #151 Flannel board Pictures: steam shovel mound of dirt cement mixer crane bricks hammer nails plane saw scaffold paint brush wrench ladder paint door pipes furnace bathroom kitchen radio toaster television washing machine refrigerator lighting fixture radiator

SKILLS

TEACHING PROCEDURES



Let pupils draw pictures of the workers to use as stick puppe
class to interview.

Guide pupils in formulating questions for interviews, such as:
Tell us about your work, Mr. Community Worker.
What machines (tools, materials) do you use?
How do you use them?
Why is your work important?
Why do you like your work?

Encourage pupils to invite members of their families who w
visit and tell about their work.

Classifying Information and Forming Generalizations

Use a "picture gallery" of goods and services.

Direct pupils' attention to the "gallery."
Ask them to study pictures carefully to find those which show
show services for which their families spend money.
Give pupils time to classify the entire collection.
Say: "I wonder how families spend their earnings or money?
Did you discover any ideas about this from our picture
Allow some of the pupils to explain one way in which their fam
Emphasize clarity of speech and ideas throughout the lesson.
Correlate similarities of the needs among families.
Draw pupils' attention to the "picture gallery" to add informati
problem of how families spend their money.
Help pupils realize that certain family needs can be grouped.
Point to the pictures and say:
"We eat these products; apples, milk, meat, and bread.
What would you call things we eat?"

TEACHING PROCEDURES

pictures of the workers to use as stick puppets for members of the
iew.
rmulating questions for interviews, such as:
your work, Mr. Community Worker.
s (tools, materials) do you use?
e them?
ork important?
ke your work?

s to invite members of their families who work in construction to
about their work.

ry" of goods and services.

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ntion to the "picture gallery" to add information and answers to the
w families spend their money.
ze that certain family needs can be grouped.
res and say:
s products; apples, milk, meat, and bread.
you call things we eat?"

MATERIALS

Drawing paper
Crayons
Support to affix to puppet
Scissors

"Picture Gallery"

Goods
foods
furniture
toys
clothing

Services
(Pictures showing work of -)
doctor
dentist
nurse
sanitation worker
custodian
teacher
painter
mechanic
postman
dry cleaners
school helpers

Producers of Goods
baker
farmer

SKILLS	TEACHING PROCEDURES
	Have pupils identify and collect all pictures of foods. Ask: "Can you now tell one thing for which all families spend Follow the same procedure to group pictures of furniture, clot
Hearing Patterns of Language	Use role-playing and structured language. Provide opportunities for role-playing and structured language Collect and mount on small cards (3x5) illustrations of service Use these in a variety of imaginative situations, such as: "Play store," "Choose and Tell," "Are You a Producer o to reinforce and provide maximum use of the new vocabular Use a structured pattern of language throughout these games participate. Example: In "Choose and Tell," all pupils reach into a bag for a picture Instruct each child to take a turn to stand, show his card to the "This is a baker. He produces goods." Provide a structured pattern such as that above, but accept of expression as long as answers are appropriate. Example: "I baker. This person produces goods."

ACHING PROCEDURES

lect all pictures of foods.
thing for which all families spend money?"
to group pictures of furniture, clothing, and toys.

l language.

le-playing and structured language.
cards (3x5) illustrations of services and goods.
aginative ituations, such as:
and Tell," "Are You a Producer of Goods or Services?"
maximum use of the new vocabulary.
f language throughout these games and have every child

ipils reach into a bag for a picture card.
turn to stand, show his card to the class; and say:

ttern such as that above, but accept pupils' variations
ers are appropriate. Example: "I have a picture of a
goods."

MATERIALS

Cards for each child with illustrations of goods and services

Container, decorated, for the picture collection

SKILLS

Building and Enriching Vocabulary

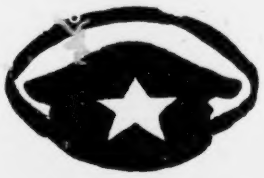
TEACHING PROCEDURES

Permit pupils to build a toy store to make "purchases."
Guide pupils in the use of the following words during their play store e

- bought
- purchased
- fruits
- manager
- dairy products
- clerk
- cost
- producer
- beverage
- packaged goods
- ite
- pr
- veg
- car

Simply constructed hats stimulate pupils' imaginations and boos realism during role-playing and dramatics. All that is required of paper with various designs, symbols, or pictures attached at t new tissues on the headband after each pupil's use of it.

Example:



policeman's

These lessons readily lead to further studies to enlarge understan crease vocabularies concerning:

Thrift (Savings - U. S. Saving Stamp)
Conservation (Careful use of material curtails the waste of e for the replacement of materials wasted.)
Budget Use play money for coin recognition.
Place items in "store." Place a coin beside each item its cost. Have pupils discover that they can purchase o which they have money. They must keep a balance money they have and the things they want to buy.

NG PROCEDURES

make "purchases."
ng words during their play store experience:
lerk
ost
roducer
everage
ackaged goods
items
prices
vegetables
canned goods

ate pupils' imaginations and boost the aspect of
d dramatics. All that is required is a headband
symbols, or pictures attached at the front. Put
r each pupil's use of it.

policeman's hat

urther studies to enlarge understandings and in-
:
g Stamp)
of material curtails the waste of earned money
cement of materials wasted.)
coin recognition.
re." Place a coin beside each item to represent
s discover that they can purchase only things for
oney. They must keep a balance between the
d the things they want to buy.

MATERIALS

Hats
- tagboard strips
- colored construction paper
- stapler and staples

Refer to:
Public School of the District of Columbia. The Economy We Live By. Board of Education Washington, D. C.: 1962. 10 pp.

Film:
It Pays to Save. McGraw-Hill Co., Textbook Film Department 330 W. 42nd St., New York, N. Y.

SKILLS	TEACHING PROCEDURES
Answering Specific Questions	Use a roving reporter technique: Place a class-made TV screen on a desk in the front of the ro Invite children to appear on the TV Question Box Show. Permit each child selected to participate to draw a slip from t Ask each pupil to answer the questions read to him clearly an Introduce an interviewee. Create a purpose for the interview. Include sets of questions, such as: Why does your Father (Mother) need to work? Why must the children in your family help with the work at How can you care for things at home? Tape answers. Have the class evaluate how well questions were answered. Vary by moving around the room to interview pupils.
Perceiving Relationships	Use a storytelling technique: Create a story about an animal who invited all of his friends t Identify each friend and tell the home which he left to go to th Place each home on the blackboard ledge and each animal o each is mentioned in the story. Provide opportunity for some of the children to name th board. Ask the other pupils to rename the homes. Continue the story by pretending that it grew dark and friends able to find their way home. Have the dinner host call upon Lost and Found in the Police D ance.

TEACHING PROCEDURES	MATERIALS
ique: creen on a desk in the front of the room. on the TV Question Box Show. ed to participate to draw a slip from the Question Box. r the questions read to him clearly and thoughtfully.	TV screen (See directions for making on p. 9 of this guide.) Question Box Slips with sets of questions
interview. . such as: r (Mother) need to work? n in your family help with the work at home? things at home?	Tape Tape recorder Microphone
how well questions were answered. he room to interview pupils.	
e: nimal who invited all of his friends to dinner. tell the home which he left to go to the party. e blackboard ledge and each animal on the flannel board as the story. r some of the children to name the friends on the flannel ename the homes. retending that it grew dark and friends at the party were un- home. ll upon Lost and Found in the Police Department for assist-	Flannel board Felt cut-outs of dinner guests Homes drawn on cards: king — palace cow — barn bird — nest frog — pond grasshopper — grass Indian — wigwam dog — doghouse fish — bowl mouse — hole in the wall worm — hole in the ground hen — henhouse (coop) squirrel — hole in the tree bee — beehive

SKILLS

TEACHING PROCEDURES

Involve members of the class as assistant detectives.
Ask pupils to put on imaginary policemen's caps and badges.
Have the pupils retrieve their imaginary magnifying glasses fro desk drawers.
Permit detectives to identify homes on the ledge by saying:
"Here is the ____(name a home)____________.
Where is the___(friend who belongs in the home)____?"
Permit other detectives to answer:
I have the _(name friend)____ .
Ask the detective to place the friend safely in its home by affixin to the piece of felt on the card with the home.

Listening for Details

Use "surprise packages."

Give children little packages or pictures made to look like present
Allow each child to look at his picture or item in his package.
Say: "Here are some surprise packages.
You may look at yours, but do not show it to anyone else.
I will tell three things.
If you think I am talking about your package, you ma package. It is a______________.'"
Give clues that will fit only one surprise.
Example: I am looking for something to wear.
You wear them on your feet.
You put them on before you put on your shoes.
Help children understand that all sentences are helpful, but tha makes them know that the surprise is a pair of socks – n shoes.
Encourage children to tell how they knew their surprise package wa

Later let pupils create three-sentence riddles about the prese

HING PROCEDURES

as assistant detectives.
policemen's caps and badges.
r imaginary magnifying glasses from their imaginary

omes on the ledge by saying:
ome) ____________ .
o belongs in the home) ____?"
swer:
____ .
friend safely in its home by affixing the flannel figure
ard with the home.

or pictures made to look like presents.
picture or item in his package.
e packages.
but do not show it to anyone else.

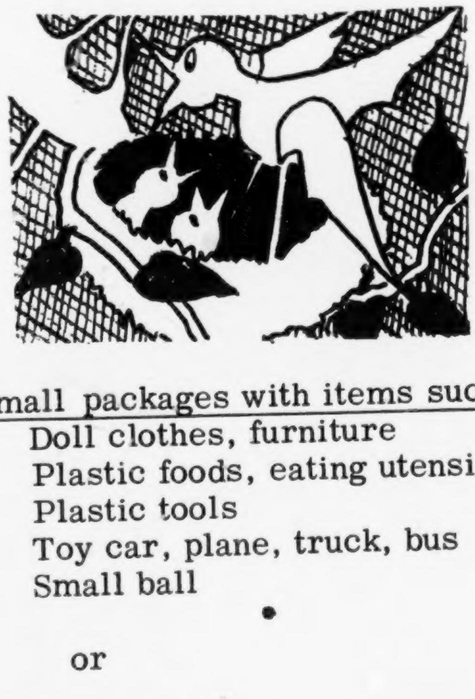
alking about your package, you may say, 'I have that
____________.'"
e surprise.
something to wear.
on your feet.
before you put on your shoes.
t all sentences are helpful, but that the last sentence
he surprise is a pair of socks - not the boots or the

they knew their surprise package was being described.

hree-sentence riddles about the presents they received.

MATERIALS

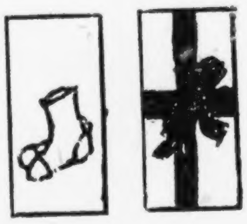
Sample of card with home



Small packages with items such as:
- Doll clothes, furniture
- Plastic foods, eating utensils
- Plastic tools
- Toy car, plane, truck, bus
- Small ball

or

Picture of
- Clothing
- Furniture pieces
- Kitchen utensils
- Tools
- Foods
- Toys
- Animals



SKILLS	TEACHING PROCEDURES
Hearing Details Selecting Pertinent Information Following Directions Classifying	* Place cut-out figures representing a farmer, a zoo keeper, and a bo of a pocket chart. Use strips to divide the pocket chart into three separate areas. Identify the figures at the top of the chart and explain that each has and needs help in finding them. Distribute pictures of farm animals, zoo animals, and pets among ch Ask each child to listen carefully, look at his animal, and think descriptive clue is read. Read descriptions including physical characteristics and/or habits no names. Ask children to listen carefully only as long as they feel that their the lost one. Example: Clue one - This animal runs very fast. Be sure all children with animals that run fast continue listening. Permit children who have animals that usually move slowly to tur over. (These pupils need no longer give close attention to further Continue giving the other clues. Tell children if the description fits their animal, they may preten found it and may return it to the proper owner. Be sure children give sentences identifying the owner and naming th they return missing animals. Check the animal against facts presented as quickly as possible. Ask the child to place the pictured animal in the pocket chart under t looking for it. Allow pupils, during subsequent lessons, to tell how they knew the mi

TEACHING PROCEDURES

presenting a farmer, a zoo keeper, and a boy across the top

ocket chart into three separate areas.
e top of the chart and explain that each has lost his animals
ing them.
rm animals, zoo animals, and pets among children.
en carefully, look at his animal, and think about it as each
ad.
ding physical characteristics and/or habits of animals, but

arefully only as long as they feel that their animal could be

is animal runs very fast.

animals that run fast continue listening.
ve animals that usually move slowly to turn their pictures
need no longer give close attention to further clues.)
r clues.
cription fits their animal, they may pretend that they have
rn it to the proper owner.
entences identifying the owner and naming the animal before
nimals.
t facts presented as quickly as possible.
e pictured animal in the pocket chart under the one who was

sequent lessons, to tell how they knew the missing animal.

MATERIALS

Cut-outs:
- farmer
- zoo keeper
- boy

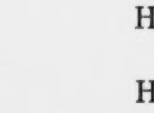
Pocket chart divided into three columns

Pictures for each child including:
- farm animals
- zoo animals
- pets (for city children)

Cards with pre-written facts for teacher to read as clues

Sample:

I've lost one of my animals.
He runs very fast.
He likes to eat leaves and twigs.
His long neck and legs make him very tall.
He is covered with big reddish spots.



Tapes with descriptions would provide the teacher with more time to observe pupil response more carefully.

SKILLS	TEACHING PROCEDURES
Building, Enriching, and Expanding Vocabulary	Prepare for a trip. Example: Preparation for a walk along Sammy Squirrel's Tr Have children stand and pretend to be trees. Suggest that the children think of their bodies as trunks that Ask children to raise their arms to form the limbs on trees. Let them flutter fingers like leaves. Encourage pupils to sway as the wind blows through. Permit pupils to sit. Ask what the sun does. Invite a number of children to move together in the fro forest. Have one child stand or stoop within the forest and one stan Let another child stand on a chair and pretend to be the sun. Have pupils tell which child would get more heat from forest, or the one outside. Have children explain why less heat would get into the forest Have pupils decide which child would get more light. Encourage pupils to use the words cool and dark to describe Ask pupils to tell some of the things they will expect to see path in the woodland at the Nature Center. Emphasize seasonal aspects as characterized by plant life a Help pupils understand that plant and animal life in the woo season. Show seasonal pictures. Have pupils select the picture most representative of condit pect to find during their trip.

EACHING PROCEDURES

a walk along Sammy Squirrel's Trail at the Nature Center.

etend to be trees.
hink of their bodies as trunks that are straight and tall.
arms to form the limbs on trees.
ke leaves.
s the wind blows through.

dren to move together in the front of the room to form a

oop within the forest and one stand outside.
a chair and pretend to be the sun.
hild would get more heat from the sun — the one in the
ide.
less heat would get into the forest.
hild would get more light.
e words cool and dark to describe the forest.
the things they will expect to see when they walk along the
the Nature Center.
ts as characterized by plant life and animal activity.
at plant and animal life in the woodland vary according to

ture most representative of conditions which they will ex-
r trip.

MATERIALS

Chair

Seasonal pictures showing woodland plants and animal activity

See also:
Public Schools of the District of Columbia. Catalogue of Audio-Visual Materials. Washington, D. C.: Board of Education, 1964.

Filmstrips:
477 - Animal Homes
138 - Common Animals of the Woods

Films:
1418 - Fall Brings Changes
1370 - Spring Brings Changes
115 - Common Animals of the Woods

SKILLS	TEACHING PROCEDURES
Enjoying a Poem Associating Seasons with Their Characterizing Features	Use a poem, "Four Seasons," by Rowena Bastin Bennett. Place four color swatches on the flannel board — a light gre colored one, a brown swatch, and a white one. Allow pupils to select the one which they like best and to descri ings which the color suggests. Ask children to listen to the poem to find out what ideas the colo poet. Read the poem, "Four Seasons." Guide pupils in associating the colors with the appropriate seaso Help pupils interpret why the color is representative of the seas Help fasten associations in the children's minds by distributing among the children. Ask nine children — three with light green, three with multico brown ribbons — to represent spring, summer, and fall, resp Give three boys white arm bands. Ask the boys to represent winter. Ask children to group themselves in the front of the room acco which they represent. Have individual members of the class identify each group of seas
Making Proper Associations of Months and Seasons	Tell pupils that there are three children in each group becau three months. Help pupils to rename children in each season with names of mo Have a number of the class name a season. Ask "months" in the season to identify themselves, in order, and doing so. Ask "months" to return to their seats after all in the season have Have individual pupils in the class name the month in which the the season in which the month occurs.

EACHING PROCEDURES	MATERIALS
by Rowena Bastin Bennett. es on the flannel board — a light green swatch, a multi- watch, and a white one. one which they like best and to describe pictures or feel- ggests. the poem to find out what ideas the colors suggested to the sons." g the colors with the appropriate seasons. the color is representative of the season. n the children's minds by distributing nine colored ribbons e with light green, three with multicolored and three with present spring, summer, and fall, respectively. bands. winter. emselves in the front of the room according to the seasons of the class identify each group of seasons. re three children in each group because each season has ldren in each season with names of months for the season. s name a season. on to identify themselves, in order, and to stoop down after their seats after all in the season have named themselves. the class name the month in which they were born and tell e month occurs.	Field Enterprises Educational Corporation. Childcraft, The How and Why Library. Vol. 1, Chicago: 1964. p. 54. Swatches of flannel-backed construction paper light green multicolored brown white Flannel board Colored ribbon 3 light green 3 multicolored 3 brown 3 white armbands

SKILLS	TEACHING PROCEDURES
Enjoying a Poem Associating Characterizing Features with Appropriate Seasons	Read the poem, "Trees" by Harry Behn. Place flannel-backed pictures on the flannel board to highlight i Encourage children to use the pictures to help them recall som the poet describes trees as the kindest things he knows. Guide pupils in understanding that the term bough of a tree is used by poets when they speak of a branch or limb of a tree. Ask children to find pictured objects which suggest a special sea Ask the children to tell why the picture suggests spring, summe Invite pupils to think of reasons which the author could have give are kind during the winter. Repeat the poem frequently using flannel-backed visual mate wishing to memorize the poem will be able to do so easily.
	Use the sound filmstrip, A Tree Is Nice, or read the book of the

ACHING PROCEDURES

ry Behn.
n the flannel board to highlight ideas in the poem.
pictures to help them recall some of the reasons why
the kindest things he knows.
that the term bough of a tree is an expression often
ak of a branch or limb of a tree.
jects which suggest a special season of the year.
picture suggests spring, summer, or fall.
which the author could have given to show that trees

using flannel-backed visual materials so that pupils
em will be able to do so easily.

e Is Nice, or read the book of the same title.

MATERIALS

Field Enterprises Educational Corporation. Childcraft, The How and Why Library. Vol. 1, Chicago: 1964. p. 122.

Flannel board
Flannel-backed pictures:
- cow at rest under the shade of a tree
- baby birds in a nest in a tree
- fruit (which grows on a tree)
- house
- fall leaves
- budding twigs
- sun rising over the horizon with tree in foreground of picture
- tree at twilight (tree appearing through window of a sleeping child)

Public Schools of the District of Columbia. Catalogue of Audio-Visual Materials. Board of Education, Washington, D. C.: 1964.

Filmstrip:
1804 - A Tree Is Nice

or

Udry, Janice May. A Tree Is Nice. Harper and Row, New York: 1956.

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Level I: Speaki

Storytelling

A story ba
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and a Lan
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Storytelling

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SPEAKING

Develop Ability To Select Subjects For Discussion
Conversation Of Mutual Interest And Value

SKILLS	TEACHING PROCEDURES
Building Standards	Remind pupils that when they sing, they use sweet singing voice secret, they use a little whispering voice. Ask pupils what kind of voice they should use when they are spea Guide pupils in understanding that they should speak so tha easily. Let pupils adjust the volume of a radio until it can be enjoyed by Ask a pupil to pretend that he is on radio. Place a big button with the numbers 1 2 3 in front of the child. Ask the child to say "Hello" very softly when the knob or arrow i Ask him to speak with a voice big enough for a small group to he turned to 2. Suggest that the child push his voice across the room so that al knob is on 3. Show a picture of children eagerly looking at something. Ask why everyone seems so attentive. Use questions, such as: What do you think the children are watching? How do you know they are enjoying themselves? Suggest that the children must be very interested. Encourage children to name things which they enjoy using or mention places where they have been. Suggest that they are good ideas to use when trying to find somet will be of interest to our classmates. Guide pupils in setting up two standards: Tell something interesting. Speak so that all can hear. Refer briefly to skills of standing tall and looking at the group.

bility To Select Subjects For Discussion And versation Of Mutual Interest And Value

SPEAKING

TEACHING PROCEDURES

ey sing, they use sweet singing voices; when they have a
whispering voice.
e they should use when they are speaking to the class.
ding that they should speak so that everyone can hear

of a radio until it can be enjoyed by all.
he is on radio.
numbers 1 2 3 in front of the child.
' very softly when the knob or arrow is turned to 1.
ice big enough for a small group to hear when the knob is

his voice across the room so that all can hear when the

agerly looking at something.
attentive.

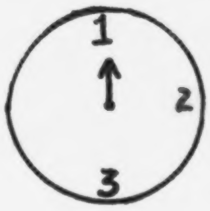
ildren are watching?
re enjoying themselves?
ust be very interested.
me things which they enjoy using or doing at home or to
ey have been.
ideas to use when trying to find something to share which
r classmates.
wo standards:

ing.
ar.

anding tall and looking at the group.

MATERIALS

Radio (or recording and player)
Button



Picture: children looking eagerly at something

SKILLS	TEACHING PROCEDURES
Organizing Ideas	Use a puppet. Introduce a happy puppet to the class. Invite pupils to greet the puppet by name. Let him announce that he has brought his favorite toy with him becaus that this class was going to learn about toys.
Making Statements	Allow the puppet to display his lasso rope. He may say: "I like to play cowboys. So I brought my lasso, see? My friend, Billy, pretends he's the cow and I lasso him. I'm always very careful when I lasso Billy. Can you think of any reasons why I try to be careful? You're right. I never want to hit Billy in his eyes or choke him with my lasso. We don't want to hit or trip up anyone with our ropes either safely. Do you have a favorite toy? If I sit right here, would you tell me about your toy and how you (Set puppet in view, nearby.) Will you talk so that I can hear you over here?" Guide the pupils in thinking of two ideas to tell - the name of their t use it. Remind them to speak clearly so that their puppet friend will hear e Make a list of each child's name and his toy as he speaks without child. Bring the puppet before the class after the last pupil has finished. H "You have many interesting toys. I enjoyed hearing about them. Thank you for allowing me to visit you. I must hurry home now because Billy is waiting. Goodbye."

TEACHING PROCEDURES

et to the class.
he puppet by name.
he has brought his favorite toy with him because he discovered
going to learn about toys.
play his lasso rope. He may say:
oys.
asso, see?
pretends he's the cow and I lasso him.
areful when I lasso Billy.
ny reasons why I try to be careful?
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hit or trip up anyone with our ropes either. We try to play

orite toy?
, would you tell me about your toy and how you use it?
w, nearby.)
hat I can hear you over here?"
inking of two ideas to tell - the name of their toy, and how they

clearly so that their puppet friend will hear every word.
child's name and his toy as he speaks without interrupting the

re the class after the last pupil has finished. He may say:
teresting toys.
about them.
owing me to visit you.
e now because Billy is waiting.

MATERIALS

Puppet - boy
Lasso
Blackboard or Chart paper
Felt pen

SKILLS	TEACHING PROCEDURES
	Evaluate with the pupils. Ask questions, such as: Did we think our ideas through before we tried to speak them How can we keep our thoughts from getting mixed up? Did we hear everyone's ideas clearly? How well did we listen today? Did we follow directions and tell only two ideas - the name o we use it? Show pupils the list of their names and their toys. Advise them that they may find it useful later when they writ Save the chart and place it on display at that time.
Organizing and Transferring Thoughts to Oral Language	Use a list of pupils' names and toys. Have pupils read the chart. Allow each pupil to state what he will draw. Help each one to formulate a short sentence which may be written tion of his toy. Examples: These are my skates. I play with a wagon. This is an airplane.
Expressing Ideas in Written Sentences	Place on the board any words for which the children ask help in sp Provide the materials for illustration and for writing the sentence Be available to give help with the written sentences, if needed. Arrange pictures on a bulletin board but collect and correct th they may be rewritten by the pupils before display.

TEACHING PROCEDURES	MATERIALS
upils. h as: r ideas through before we tried to speak them? ep our thoughts from getting mixed up? eryone's ideas clearly? e listen today? irections and tell only two ideas - the name of our toy and how list of their names and their toys. at they may find it useful later when they write stories. and place it on display at that time.	See lesson on page 157 .
mes and toys. e chart. state what he will draw. rmulate a short sentence which may be written about his illustra- These are my skates. play with a wagon. This is an airplane.	Art materials. as: large manila art paper newsprint paints crayons brushes Writing paper Pencils
any words for which the children ask help in spelling. als for illustration and for writing the sentence. e help with the written sentences, if needed. on a bulletin board but collect and correct the sentences so that ritten by the pupils before display.	Charts with list of pupils' names and toys

SKILLS	TEACHING PROCEDURES
Developing Sentence Sense	Use a period of "Talk-Time." Display a large picture of children on their way to school. Have the children study the illustration and decide the meaning of t Note those pupils who have difficulty expressing their thoughts in co Guide the children in telling how they came to school. Encourage them to name the friends with whom they came. Accept pupils' ideas and redirect their ideas into complete thought Tell them that one day very soon they are going to find out the nam of all of their first grade friends. Help pupils prepare to give short personal histories by demo pupil how to stand and tell his name and address in a complete Example: "My name is Jane Jackson. My address is 123 Spring Drive, N. W." Advise the practice of this at home in front of a mirror.
Introducing Self to the Class	Use the tape recorder. Place the tape recorder and microphone in an inconspicuous posi room in order to avoid pupil tension. Direct pupils to arrange chairs in a circle or rectangle. Tell them that today is the day to discover everyone's full name an Explain that each child will have an opportunity to stand and tell dress, then walk to the person he selects as next and say, The selected child responds "Thank you."

TEACHING PROCEDURES	MATERIALS
e."	Picture of children on the way to school
of children on their way to school. the illustration and decide the meaning of the picture.	Full-view mirror
ave difficulty expressing their thoughts in complete sentences. lling how they came to school. e the friends with whom they came. d redirect their ideas into complete thoughts. very soon they are going to find out the names and addresses grade friends. o give short personal histories by demonstrating with one nd tell his name and address in a complete sentence. ame is Jane Jackson. ddress is 123 Spring Drive, N. W." his at home in front of a mirror.	
	Tape recorder Tape
er and microphone in an inconspicuous position in the class- oid pupil tension. e chairs in a circle or rectangle. the day to discover everyone's full name and address. d will have an opportunity to stand and tell his name and ad- to the person he selects as next and say, "It is your turn." responds "Thank you."	

SKILLS	TEACHING PROCEDURES
	Remind pupils to speak clearly and to project or speak so that everyone. Turn on the recorder. Allow all pupils to tell names and addresses. Turn off the recorder. Evaluate by asking questions, such as: "How clearly did we speak today? Did everyone speak in complete sentences? Did we follow the directions correctly?" Guide pupils in understanding that their speaking has been recor enjoyment of hearing oneself on tape self-evaluation comparative studies of individual and group growth analysis of strengths and weaknesses teacher planning of lessons to meet class needs
Using Words to Describe Accurately	Use direct experiences. Invite three girls to stand in front of the class. Select at least two girls with green in their dresses. Pretend to be looking for one of the girls. Say: "Have you seen my friend? She has brown hair. Today she is wearing a green plaid dress. Her socks are white. Her shoes are brown. Have one child identify the right girl. Ask pupils to recall the things about the girl which were describ Use cards to remind pupils of these things. * Display color cards and help pupils to enunciate color names c if needed.

TEACHING PROCEDURES

speak clearly and to project or speak so that they can be heard by

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tell names and addresses.
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questions, such as:
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speak in complete sentences?
the directions correctly?"
ierstanding that their speaking has been recorded on tape for -
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s wearing a green plaid dress.
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re brown.

ntify the right girl.
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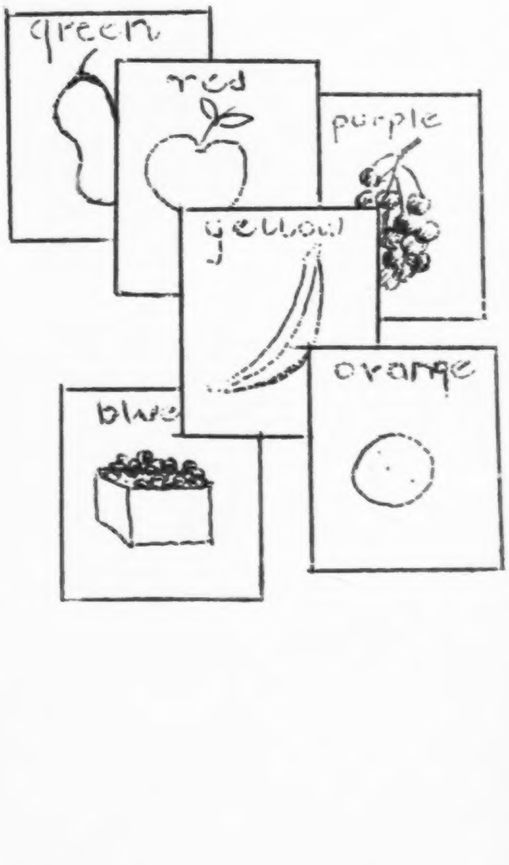
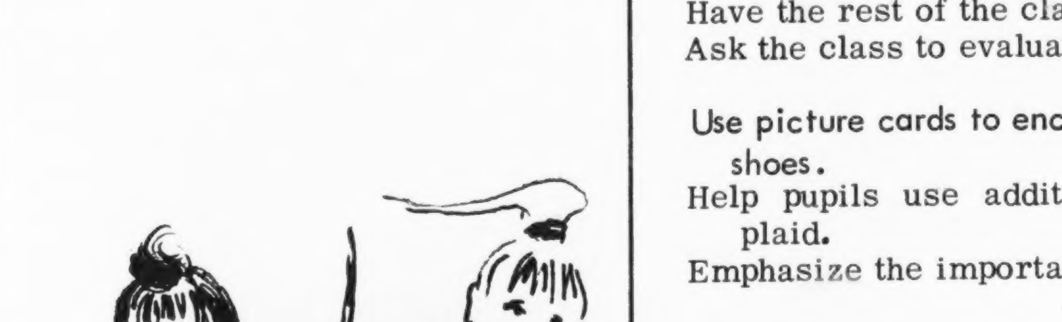
nd pupils of these things.
ds and help pupils to enunciate color names clearly and correctly,

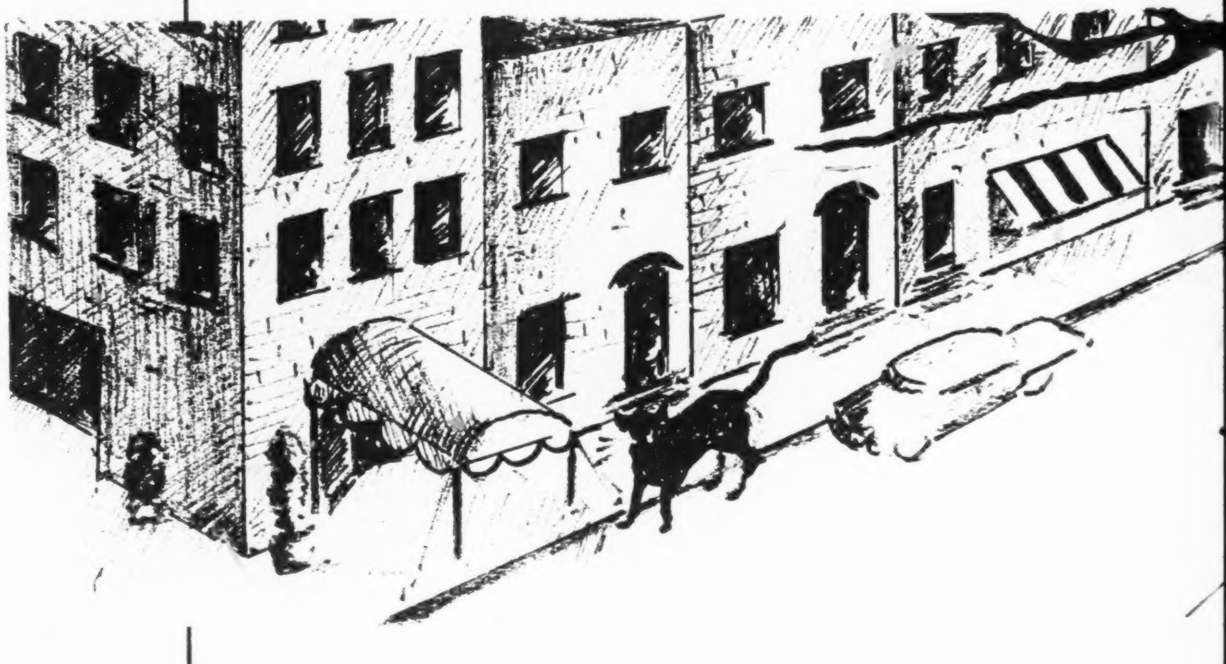
MATERIALS



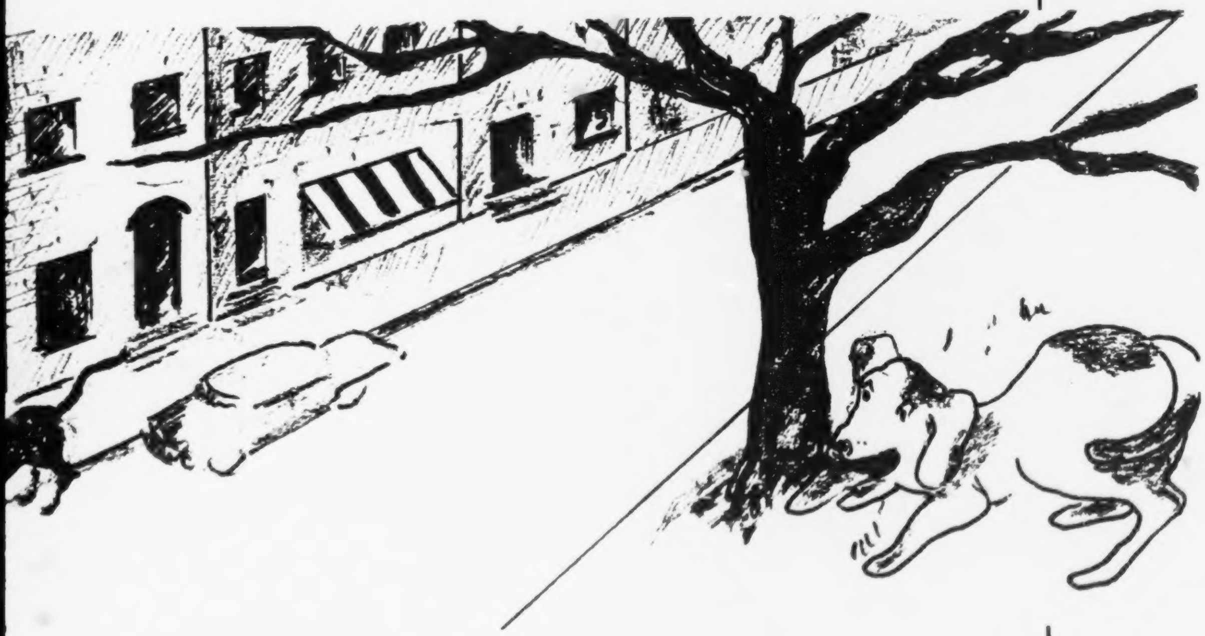
SKILLS	TEACHING PROCEDURES
	Invite three more girls to stand in front of the room. Ask children to look carefully at one person in order to describe Suggest that pupils refer to their cards to recall things to describe Play a game in which one pupil gives four sentences to describe Have the rest of the class listen in order to "rescue the friend." Ask the class to evaluate the accuracy with which the description Use picture cards to encourage description of boys' hair, shirts, pant shoes. Help pupils use additional color words as needed: tan, gray plaid. Emphasize the importance of accuracy in reporting.



ACHING PROCEDURES	MATERIALS
d in front of the room. at one person in order to describe the way she looks. ir cards to recall things to describe. d gives four sentences to describe one of the children. n in order to "rescue the friend." ccuracy with which the description was given. description of boys' hair, shirts, pants, and olor words as needed: tan, gray, checked, striped, ccuracy in reporting.	

SKILLS	TEACHING PROCEDURES
	
Building Sentences Through Use of Prepositional Phrases	Use flannel cut-outs. Arrange flannel cut-outs on the flannel board so as to m Place two boys within the scene. Give a flannel ball to one boy pictured. Ask children to listen to sentences which tell wher threw it. Include sentences with phrases, such as: into the tree near the house through the door across the street over the boy's head into the air to the boy Ask members of the class to place the ball in the pla and to give just the phrase that tells where the ball w

TEACHING PROCEDURES



on the flannel board so as to make a scene.
e scene.
e boy pictured.
to sentences which tell where the ball went when the boy

hrases, such as:

lass to place the ball in the place indicated by the sentence
hrase that tells where the ball went.

MATERIALS

Flannel cut-outs:
- store
- house
- apartment with an open door
- tree
- two boys
- ball

Flannel board

SKILLS	TEACHING PROCEDURES
Building Sequence	Show a kitten and a dog. Ask pupils to tell how they think the two probably feel about each o Provide opportunity for children to tell what a cat or dog might do Display the flannel board scene and ask pupils to suggest pla might run. Let different members of the class move the cat to the spots menti Ask pupils to tell whether the dog could follow the cat and to explai Guide pupils in deciding which place would afford the best protectio Review place phrases used by pupils. Place the kitten and the dog in the flannel board scene. Guide pupils in determining a reasonable path which the kitten m ing to escape from the dog. Help pupils use phrases which reveal the kitten's movements. Example: to the house through the door of the apartment out of the side door of the apartment near the store under the car up in the tree
Creating A Simple Group Story	Ask six children to provide sentences using the phrases. Suggest that pupils use these ideas to help create a story. Give each of the pupils a number representing the order in w should come in the story. Ask members of the class to recall where the dog probably wa up into the tree. Suggest that the class contribute to the story by adding the ref was right behind him - wherever appropriate . (Whatever id may be used.)

EACHING PROCEDURES	MATERIALS
ink the two probably feel about each other. ren to tell what a cat or dog might do upon meeting. scene and ask pupils to suggest places where the cat class move the cat to the spots mentioned by pupils. dog could follow the cat and to explain why or why not. h place would afford the best protection for the cat. y pupils. n the flannel board scene. a reasonable path which the kitten might follow in try- g. h reveal the kitten's movements. partment e apartment entences using the phrases. ideas to help create a story. number representing the order in which his sentence to recall where the dog probably was until the cat ran tribute to the story by adding the refrain - But the dog wherever appropriate . (Whatever idea the pupils give	Flannel cut-outs: store house apartment with doors on the front and side tree car kitten dog Flannel board

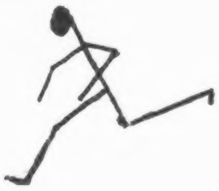
SKILLS	TEACHING PROCEDURES
	Begin the story by pretending that the kitten got locked out of his house very frightened when he saw a dog. Allow the pupils to continue the story by contributing their sentences i sequence. Be sure the remainder of the class remembers to insert the refrain d after each child's sentence. End the story with a sentence such as: At last the kitten was safe.
Expanding Vocabulary	Evaluate the story in terms of whether more interesting words coul tell what the kitten did. Help pupils during another class period, build a list of substitutes fo as the following: dashed, scampered, sped, scurried. Ask pupils to provide sentences which tell where the kitten ran, but substituting their new words for ran. Elicit from pupils the suggestion that he might be substituted someti kitten. Guide pupils in using words, such as: first, then, next, and finally to ad sentence beginnings. Suggest that everyone might enjoy saying the last sentence in the story. Record on tape later experiments in improving the story. Permit pupils to select the best version to share with another class. Record the pupils' story in a booklet of class stories. Ask pupils to illustrate their story.
Using Is and Are Correctly Avoiding Omission of the Verb To Be	Use pictures. Show a picture of a little girl going to the store. Say in a natural voice with no special stress on the word is - "Mary store." Have pupils tell how many persons the teacher told about. Tell pupils that when we talk about one we use the word is.

ACHING PROCEDURES	MATERIALS
that the kitten got locked out of his house and became	
v. a dog.	
the story by contributing their sentences in the proper	
class remembers to insert the refrain decided upon	
.	
such as: At last the kitten was safe.	
of whether more interesting words could be used to	
class period, build a list of substitutes for ran, such	
campered, sped, scurried.	
nces which tell where the kitten ran, but to practice	
is for ran.	
estion that he might be substituted sometimes for the	
such as: first, then, next, and finally to add variety to	
njoy saying the last sentence in the story.	
nts in improving the story.	Tape recorder
st version to share with another class.	Flannel cut-outs
ooklet of class stories.	Flannel board
tory.	Crayons
	Manila paper
	Chart paper
	Pictures with one person or animal engaged in an activity
irl going to the store.	Pictures of two or more engaged in an activity
h no special stress on the word is - "Mary is going to the	
persons the teacher told about.	
lk about one we use the word is.	

SKILLS	TEACHING PROCEDURES
	• Place the picture in the pocket of a chart marked is. Follow the same procedure to help pupils know when to use are. Select another picture. Ask pupils to indicate whether it should go in the pocket marke marked are. Place the picture in the appropriate pocket and ask a pupil to gi sure to use the word decided upon. Display a picture which should be placed in the other pocket. Proceed in a similar manner with this picture. Give each child a picture to use in the same way. Encourage children to listen for is or are and to determine whet correctly used. Use the same technique to help pupils use was, were–has, have
Enunciating ing Endings Clearly	Use pictures. Show a picture of a little boy running. Ask: "What is the little boy doing? Where do you think the boy is running? Why do you think he is running?" Ask pupils to listen to the sound at the end of "swing." Suggest that pupils raise their hands if they hear the sound in ano Say the words run, running. Let pupils clap and say the two syllables in running. Have the children repeat the words: look, looking play, playing eat, eating ride, riding Display the five pictures illustrating words practiced. Have pupils tell what is happening in the pictures.

CHING PROCEDURES	MATERIALS
t of a chart marked is. help pupils know when to use are.	Pocket chart Word cards - is/are
er it should go in the pocket marked is or in the pocket ropriate pocket and ask a pupil to give a sentence being ded upon. d be placed in the other pocket. with this picture. se in the same way. for is or are and to determine whether the words were	
lp pupils use was, were-has, have correctly.	
running. doing? e boy is running? s running?" und at the end of "swing." r hands if they hear the sound in another word. wo syllables in running. words:look, looking play, playing eat, eating ride, riding strating words practiced. ening in the pictures.	Pictures: boy running someone looking at something a child playing someone eating a girl riding a pony

SKILLS	TEACHING PROCEDURES
	Encourage pupils to add their own interpretation by presenting imitate. Say: "This little girl is riding a pony. She is riding him around the farm. The pony is the little girl's pet." Let pupils act out their stories about the pictures after they hav Have the class evaluate how well pupils enunciated the ing soun
	Use the Language Master.
	* Draw stick figures illustrative of action words. Say the present progressive form of the action word for each pic sentence using the word. Tape this on cards to be used with the Language Master. Provide opportunity for individual pupil practice with the Langu
Giving Directions Accurately Following Directions	Use games. Send one child out of the room. Let another child place an object somewhere in the room. Send for the missing child. Have the first pupil tell where the object is. Help the class evaluate how clearly directions for finding the how quickly the child followed directions for locating the obj
Using Is and Are Correctly	Follow the procedure suggested above, but place one or sever where in the room. Tell pupils they must respond "Here it is" if they locate one are" if they find more than one thing.

EACHING PROCEDURES	MATERIALS
eir own interpretation by presenting a model for pupils to ling a pony. ound the farm. girl's pet." ries about the pictures after they have told them. v well pupils enunciated the ing sound.	
tive of action words. e form of the action word for each picture and give a short . ed with the Language Master. ividual pupil practice with the Language Master.	Language Master Illustrated tapes for the machine 
om. object somewhere in the room. ere the object is. w clearly directions for finding the object were given and llowed directions for locating the object.	Safe, non-breakable objects available in the classroom
gested above, but place one or several like objects some- pond "Here it is" if they locate one thing and "Here they han one thing.	Same materials indicated above, but with duplications of some items.

SKILLS	TEACHING PROCEDURES
	Tell pupils if they neglect to listen carefully or if they u must be "It" again. Allow the class to practice applying the correct response bef Let pupils place items around the room, name them, and t this has been done a number of times for them by the teac
Reporting	Use a picture. Show a large picture of a familiar scene. Have children study and give a one-sentence report about the picture. Encourage pupils to use accurate words to identify person they tell. Ask questions to help the pupil elaborate on his idea, and class in critical listening to question further. Guide pupils in understanding that using correct names of th said more interesting and meaningful. Use imaginary situations. Review concepts about farm animals, zoo animals, or pets. Display pictures of one of the classifications mentioned. Encourage pupils to study pictures in order to remember one animal. Remove the pictures, but keep within reach. Ask pupils to pretend to be on the farm, at the zoo, or at hom Suggest that pupils give reports to the class which include: identification of an animal

TEACHING PROCEDURES	MATERIALS
glect to listen carefully or if they use the wrong words they ice applying the correct response before beginning the game. around the room. name them, and tell where they are after number of times for them by the teacher.	
a familiar scene. give a one-sentence report about the things happening in the e accurate words to identify persons and things about which the pupil elaborate on his idea, and to set a pattern for the ening to question further. anding that using correct names of things helps make what is ng and meaningful.	Large picture related to safety construction recreation services in the neighborhood See Ginn Kit L - (4, 5, 6, 16)
arm animals, zoo animals, or pets. of the classifications mentioned. udy pictures in order to remember something special about ut keep within reach. be on the farm, at the zoo, or at home. reports to the class which include: nimal	Pictures of farm animals, zoo animals, or pets (See pictures published by Society for Visual Education 1345 Diversey Parkway, Chicago)

SKILLS	TEACHING PROCEDURES
	features which distinguish the animal from others as to color size or special physical features - hump, pouch, trunk, mane, webbed feet, Ask a child to find the animal described.
	Suggest that pupils take an imaginary bus trip to the zoo. Ask pupils to close their eyes and "really" picture the animals. Ask pupils to tell the name of the animal which they "see" and one inter that would help others to recognize the animal. Set the pattern by saying: I see the giraffe. His neck makes him very tall. Help pupils judge whether their sentences told something different which others to distinguish their animal from others at the zoo. Allow pupils to draw pictures which fit their descriptions of the animals.
Conversing	Guide pupils, on other occasions, to take imaginary trips to the farm, picnic spot, circus, or on a seasonal walk. Help pupils tell what they see and hear and how they feel.
	Guide pupils to open imaginary packages. Ask them to tell what is in the package, as well as, additional inform color, and when, where, or how they might use the object.

TEACHING PROCEDURES	MATERIALS
sh the animal from others as to res - hump, pouch, trunk, mane, webbed feet, long ears al described. maginary bus trip to the zoo. es and "really" picture the animals. of the animal which they "see" and one interesting thing recognize the animal. y tall. heir sentences told something different which would help ir animal from others at the zoo. s which fit their descriptions of the animals. asions, to take imaginary trips to the farm, playground, n a seasonal walk. ee and hear and how they feel. ary packages. in the package, as well as, additional information about or how they might use the object.	

SKILLS	TEACHING PROCEDURES
Conversing Enunciating Clearly Thinking Imaginatively	Use pictures. Display characters, such as goblin, witch, elf. brownie, fairy, queen, king. Ask: "If you could be any one of these characters, which woul Why?" Help children enunciate the word because if the need is indicated.
Recognizing Contrasting Elements	Use a story, "Karen's Opposites." Introduce the two little girls in the story to the class. Say: "Here are two children who do many of the things which you Show pictures and read the story, "Karen's Opposites." Let children discuss activities and situations pictured in the stor Help pupils understand the contrast in situations. Read the lines emphasizing words which provide the contrast. Allow pupils to recall favorite situations from the story. Place flannel-backed cut-outs representing ideas in the story on Give opposites and have children find the two pictures suggested b Ask pupils to give sentences about the pictures using the opposite Help pupils structure a single sentence which incorporates the in their two sentences by giving pupils a pattern to follow.

EACHING PROCEDURES

as goblin, witch, elf, brownie, fairy, princess, prince,

one of these characters, which would you choose to be?

word because if the need is indicated.

es."

s in the story to the class.
n who do many of the things which you do."
story, "Karen's Opposites."
ties and situations pictured in the story.
contrast in situations.
words which provide the contrast.
rite situations from the story.

outs representing ideas in the story on the flannel board.
ildren find the two pictures suggested by the words.
es about the pictures using the opposite words.
ingle sentence which incorporates the ideas represented
oy giving pupils a pattern to follow.

MATERIALS

Pictures of storyland characters:
- goblin
- witch
- elf
- brownie
- fairy
- princess
- prince
- queen
- king

Provensen, A. and M. Karen's Opposites. Golden Press, New York: 1963. (Special Scott, Foresman and Co. Edition for the "Invitations to Personal Reading Program")

Flannel board
Felt-backed cut-outs to show
- in/out
- up/down
- hot/cold
- big/little
- old/young
- happy/sad
- awake/asleep
- short/tall
- black/white
- left/right
- real/pretend
- shallow/deep

SKILLS	TEACHING PROCEDURES
Structuring More Difficult Sentences	Example: This toy is in the box. That toy is out of the box. This toy is in the box, but that toy is out of the box. Guide children in listening carefully to ideas which follo it presents a change of thought for which they should Help children consider other instances in which the oppo Remind pupils that things which are opposite are very di Guide pupils in showing the meaning of opposite ideas cr Act out one of the words of a pair of opposites. Give the word. Allow a member of the class to give and demonstrate th Place pictures on the blackboard ledge or in a pocket ch Ask children to study the pictures carefully in order to ideas. Allow children to think of other opposites for which ther to aid them.
Developing the Social Courtesies	Create situations in which to use social courtesies in a natu
Discussing	Show pictures of children in situations which require cou Lead children in a discussion of what is happening in the Ask pupils to suggest polite words to use in handling the

EACHING PROCEDURES

that toy is out of the box.

g carefully to ideas which follow the word, but, inasmuch as
f thought for which they should be alert.
her instances in which the opposite words are applicable.
which are opposite are very different.
he meaning of opposite ideas creatively.
of a pair of opposites.

lass to give and demonstrate the opposite idea.

ckboard ledge or in a pocket chart.
e pictures carefully in order to find and tell about opposing

other opposites for which there are no suggestive pictures

use social courtesies in a natural way.

in situations which require courteous responses.
ssion of what is happening in the picture.
ite words to use in handling the situations.

MATERIALS

Suggestions of opposites to act out:

in/out happy/sad
whisper/shout up/down
left/right lost/found

Pocket chart
Pictures suggesting contrasting ideas

Pictures of situations which provide opportunity for courteous expression, such as:
- child being introduced to Mother's friend
- boy leaving table before rest of family is finished
- boy at the table asking for butter

SKILLS

TEACHING PROCEDURES

Encourage the use of such expressions, as:

- Good morning.
- How do you do?
- May I be excused?
- Excuse me, please.
- Please pass me the__________.
- May I______________.
- Thank you.

Permit children to role-play the situations.

Present the situation suggested. . . . .

Ask children what the boy in the situation should do.

Suggest that it would be polite for the boy to wait for an oppor then to ask for permission to leave the table.

Suggest that the boy ask, "May I be excused?"

Permit children to role-play the situation.

Encourage pupils to tell other times when they might wish to leav

Guide pupils in realizing that they might use the expression wh mission to leave the room.

Show a picture of two children and a broken toy.

Allow pupils to discuss how the children were playing and what mi

Suggest that the toy could have been broken by the playmate.

Encourage the children to tell of similar experiences.

Ask pupils how they felt when a toy was broken, and what could be

Ask how pupils feel when they break a toy.

Let pupils suggest what a playmate could do and say if he acciden one else's toy.

Encourage the playmate to use the words, I'm sorry. . . . .

TEACHING PROCEDURES

xpressions, as:
Please pass me the__________.
May I______________.
Thank you.

the situations.

ted. . . . .
the situation should do.
olite for the boy to wait for an opportunity to speak and
n to leave the table.
ay I be excused?"
the situation.
er times when they might wish to leave a group.
hat they might use the expression when asking for per-
n.

en and a broken toy.
the children were playing and what might have happened.
ve been broken by the playmate.
ell of similar experiences.
n a toy was broken, and what could be done about it.
ey break a toy.
laymate could do and say if he accidentally broke some-

se the words, I'm sorry. . . . .

MATERIALS

Pictures, continued
girl asking to hold another's pet
boy picking up something which another has dropped

Picture of a family at dinner

Suggested Situation

Mother and Father have given their son permission to watch a special television program. It is time for the program, but the family is still chatting at the table. The boy has finished eating and is anxious to see the show.

Picture of two children and a broken toy

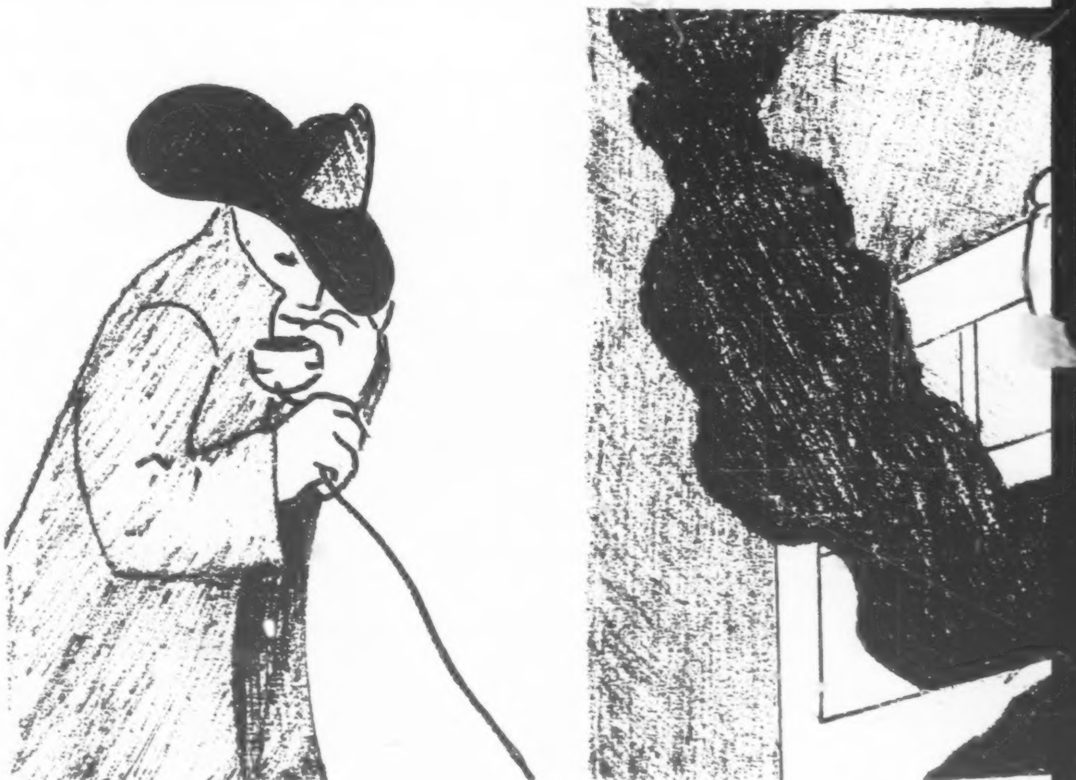
SKILLS	TEACHING PROCEDURES
	Guide the owner of the toy to respond with words, such as: That's all right. I know you didn't mean to do it. It's too bad, but maybe it can be fixed. Have pupils role-play the situation. Guide pupils in understanding that a friend is more important tha
Answering the Telephone Courteously	Use practice telephones.
Conversing	Let pupils discuss occasions on which they have been allowed phone. Guide pupils in understanding the importance of making their polite. Help pupils understand the value of giving their names when answ or making the call. Pretend to call a child's home. Encourage the pupil to identify himself by saying, "Hello, this is Give numerous pupils an opportunity to practice answering the te Provide situations, as pupils are ready, in which they answer the it is for someone else in the house. it is for someone who is busy and cannot come to the telephon it is for someone who is not at home the caller has the wrong number Guide pupils in the use of expressions, such as: Just a minute, please. Yes, you may. I'll get him. I'm sorry, ____________ can't come to the telephone now. Will you call back later? May I take a message? I'm sorry, ____________ is not at home. Guide pupils in understanding the value of going for a person re calling for the person from the telephone.

TEACHING PROCEDURES	MATERIALS
r of the toy to respond with words, such as: ight. idn't mean to do it. , but maybe it can be fixed. le-play the situation. understanding that a friend is more important than a toy.	
hones. cuss occasions on which they have been allowed to answer the tele- n understanding the importance of making their voices friendly and erstand the value of giving their names when answering the telephone he call. a child's home. pupil to identify himself by saying, "Hello, this is John Brown." pupils an opportunity to practice answering the telephone in this way. ions, as pupils are ready, in which they answer the telephone when: meone else in the house. meone who is busy and cannot come to the telephone meone who is not at home as the wrong number the use of expressions, such as: te, please. ay. I'll get him. ____________can't come to the telephone now. ll back later? a message? ____________is not at home. n understanding the value of going for a person requested rather than the person from the telephone.	Two practice telephones

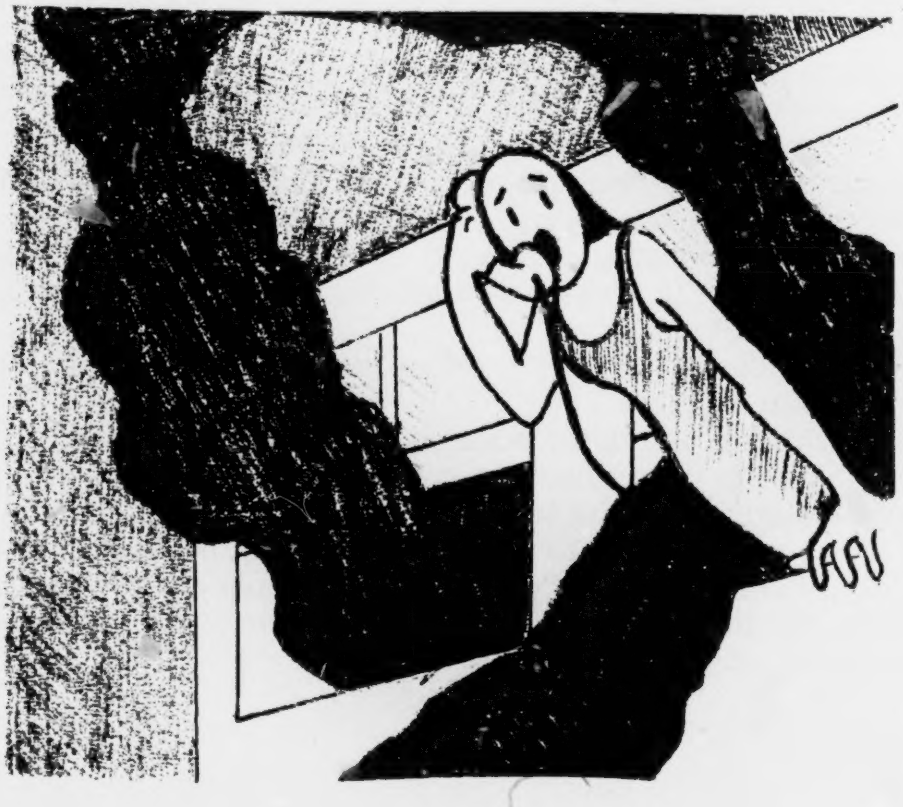
SKILLS	TEACHING PROCEDURES
Responding Appropriately to Telephone Sounds	Introduce pupils to the teletrainer. Help them understand that the equipment will produce the same s phones in their homes make. Allow pupils to see the control panel and to hear the dialtone, ri busy signal. Guide pupils in distinguishing sounds and in explaining the messages them. Provide role-playing situations in which the children must listen for for a ringing sound. Remind children to be sure to hang up and wait if they hear a busy si
Building Vocabulary Related to the Telephone	Place two telephones before the class. Permit children to talk briefly on the phones just for fun. Suggest that it is always valuable to learn the names of things we use Help pupils identify the receiver, mouthpiece, cradle, dial wheel, and Guide pupils in understanding the proper use of each part. Be sure to help pupils understand the importance of holding the m from the mouth. Permit various pupils to name and explain the function of the parts and to demonstrate usage of the parts. Show pupils how to dial the operator. Allow children to demonstrate dialing the operator. Be sure they remember to keep the index finger in the proper space reaches the finger stop.
Reporting by Telephone	Help pupils understand that sometimes we use the telephone in an em Show sketches depicting emergency situations. Have pupils decide on information which would be needed in order to

TEACHING PROCEDURES	MATERIALS
ainer.	Teletrainer
the equipment will produce the same sounds that tele-	
ake.	
ntrol panel and to hear the dialtone, ringing sound, and	
g sounds and in explaining the messages the sounds give	
ons in which the children must listen for a busy signal or	Cards for the teacher with suggested telephone situations
o hang up and wait if they hear a busy signal.	
the class.	Two practice telephones
fly on the phones just for fun.	
uable to learn the names of things we use.	
eiver, mouthpiece, cradle, dial wheel, and finger stop.	
g the proper use of each part.	
erstand the importance of holding the mouthpiece away	
ame and explain the function of the parts of the telephone	
e of the parts.	
operator.	
te dialing the operator.	
keep the index finger in the proper space until the finger	
sometimes we use the telephone in an emergency.	Sketches to depict: fire someone who is lost
ergency situations.	
mation which would be needed in order to report each.	

SKILLS	TEACHING PROCEDURES
	Provide opportunity for pupils to practice reporting a fire or Guide pupils in securing the assistance of the "Operator" in p Participate by answering calls to the police or fire depa handle this part, also. Be sure pupils give address clearly and distinctly. Provide a pattern to guide pupils in reporting who or what was lost where it was last seen something about its appearance Encourage pupils to create role-playing situations which inco calls practiced.



TEACHING PROCEDURES	MATERIALS
pupils to practice reporting a fire or loss. the assistance of the "Operator" in placing their calls. ng calls to the police or fire department until pupils can . ess clearly and distinctly. de pupils in reporting n ppearance	Teletrainer or two practice phones
ate role-playing situations which incorporate the emergency	Paper hats for policeman and fireman



SKILLS	TEACHING PROCEDURES
Developing Skills Useful in Conversation	Present a picture with snow on the ground. Ask pupils to look out of their magic windows at the snow. Ask: "How do you think the air outdoors feels?" Show how the thermometer would look. Ask the children to hurry and put on their boots, coats, scarve mittens.
Arousing Sensory Responses Which Stimulate Ideas in Terms of Conversational Directions	Permit children to pantomime putting on each item. Invite the class to take a "magic winter outing." Let pupils trudge around the room, follow-the-leader style. Encourage them to lift feet high as though walking through deep s Encourage the children to make a soft crunching sound as th broken snow. Suggest that pupils discontinue the crunching sound and step in the person ahead made in the snow. Have pupils pick up snow. Encourage expressions about how the snow feels. Place pictures of winter activities on the blackboard ledge. Let pupils sit on the "bus"(their chairs) and describe the winter s Initiate comments by saying, "Look at the boys sliding down the What are you looking at Mary?" Encourage Mary to create a sight which one might see, or to activities pictured. Ask Mary to keep the conversation going as she finishes her co at someone nearby. Ask each child to use this as his cue to contribute to the conversa Suggest that it is time to return home. Let pupils alight from the bus (rise and walk around chairs). Have them stomp gently to remove snow from boots before enteri Have pupils remove their "wet boots and heavy clothes." Ask them to indicate how the thermometer in the house would mometer outside.

TEACHING PROCEDURES	MATERIALS
now on the ground. f their magic windows at the snow. the air outdoors feels?" ter would look. rry and put on their boots, coats, scarves, woolen caps, and omime putting on each item. a "magic winter outing." d the room, follow-the-leader style. eet high as though walking through deep snow. n to make a soft crunching sound as they step into the un- continue the crunching sound and step into the tracks which de in the snow. w. about how the snow feels. r activities on the blackboard ledge. us"(their chairs) and describe the winter sights. aying, "Look at the boys sliding down the hill on their sleds. g at Mary?" reate a sight which one might see, or to describe one of the conversation going as she finishes her comment, by looking is as his cue to contribute to the conversation. o return home. the bus (rise and walk around chairs). y to remove snow from boots before entering the house. eir "wet boots and heavy clothes." how the thermometer in the house would differ from a ther-	Picture: snow on the ground Cardboard instruction thermometer

SKILLS	TEACHING PROCEDURES
	* Draw three sets of foot prints — big, medium, small — on the chalk Have pupils tell whose tracks they might be. Suggest that the biggest prints probably belong to the teacher. Suggest that the smallest prints probably belong to the person with t Let pupils locate this person. Guide children in understanding that the other prints could belong feet are in-between the two sizes. Ask pupils what other kinds of tracks they might find in the snow. Guide pupils in telling of animal tracks, car tracks, sled tracks. Suggest that pupils watch for tracks. Place various pictures of people engaged in activities characteristi on the chalkboard ledge. Ask the class to pretend that the pictures have come to life. Ask the children to describe what they "see" and "hear" as they lo windows. Let pupils pantomime activities seen "through the picture window." Encourage pupils to look and listen on the way to and from school fo remind them of the winter season. Use pictures. Show pictures of situations familiar to the children. Encourage pupils to reveal the sensory impressions which the picture Guide pupils in the use of interesting phrases and combinations of w Encourage the children to include colorful expressions in sente formulate to tell about their experiences during such occasions a

TEACHING PROCEDURES

t prints — big, medium, small — on the chalkboard.
tracks they might be.
st prints probably belong to the teacher.
est prints probably belong to the person with the smallest feet.
person.
erstanding that the other prints could belong to anyone whose
the two sizes.
kinds of tracks they might find in the snow.
of animal tracks, car tracks, sled tracks.
tch for tracks.

s of people engaged in activities characteristic of a snowy day
edge.
nd that the pictures have come to life.
lescribe what they "see" and "hear" as they look through their

activities seen "through the picture window."
ok and listen on the way to and from school for things that will
winter season.

tions familiar to the children.
eveal the sensory impressions which the pictures bring to mind.
e of interesting phrases and combinations of words.
en to include colorful expressions in sentences which they
bout their experiences during such occasions as those pictured.

MATERIALS

Pictures of people engaged in snowy day activities:
- child pulling someone on sled
- snow battle
- someone shovelling snow
- children skating on an icy spot

Pictures for everyday experiences:
- running for shelter on a stormy, summer day
- receiving mail
- shopping with Mother
- watching a parade
- enjoying a water hydrant shower
- having a picnic

SKILLS	TEACHING PROCEDURES
	Evaluate in terms of good sentences and interesting wor periences and emotional reactions. Note need for help with correct usage.
Becoming Attuned to Correct Usage of the Third Person Singular	Use objects. Present a surprise bag. Ask pupils to help unload the bag by naming items as they are Place objects from the bag on a table where pupils can view t Ask pupils to volunteer if they wish to demonstrate how to us Use the situation to provide pupils with an opportunity to re when requesting permission to use something. Tell the class what the child does or pretends to do as h Joyce jumps rope. Ask the class to tell the sound heard at the end of the word sound on the Phonovisual Chart. Have the class repeat the sentence being sure to incorporate t end of the word jumps. Tell pupils that they are to listen for this sound in one word them and that they are to be sure to repeat each sentence j it. Continue permitting pupils to demonstrate, and present se indicates a readiness to provide sentences independently. Ask: "How many persons did we talk about each time? Did we speak to the person or about him?" Lead children to understand that the special sound which t talking about one person other than ourselves, and when does.

TEACHING PROCEDURES

ms of good sentences and interesting words used to express ex-
d emotional reactions.

r help with correct usage.

ise bag.
ip unload the bag by naming items as they are revealed.
om the bag on a table where pupils can view them easily.
lunteer if they wish to demonstrate how to use an item.
on to provide pupils with an opportunity to remember their manners
ting permission to use something.
what the child does or pretends to do as he supplies the action -
rope.
o tell the sound heard at the end of the word jumps and to find that
Phonovisual Chart.
epeat the sentence being sure to incorporate the special sound at the
ord jumps.
they are to listen for this sound in one word in each sentence given
t they are to be sure to repeat each sentence just as the teacher says

itting pupils to demonstrate, and present sentences until the class
eadiness to provide sentences independently.
ny persons did we talk about each time?
peak to the person or about him?"
to understand that the special sound which they added is used when
t one person other than ourselves, and when we tell what the person

MATERIALS

Surprise bag with
- rope
- ball
- toy iron
- toy saw
- book
- pencil
- paint brush
- ruler
- plastic fruit
- scrub brush
- toy plane

SKILLS	TEACHING PROCEDURES
Practicing Correst Usage of the Third Person Singular	Use pictures. Give each child a picture. Say: "Here are some pictures which show things which ha every day." Set a pattern by showing a picture and saying, "Mary eats every Have pupils form similar sentences. Be sure they use the third person singular. List several action words without variant endings, on the chalkb Give a sentence for each word, but use sentences in which the the special ending studied. Ask pupils to add the needed sound (ending) and to pronounce the
Using Brought Correctly	Use role-playing. Ask pupils to report on different kinds of mail which the po houses. Allow a pupil to role-play being the postman. Have pupils greet the mailman and ask if he brought mail for the Allow the mailman to choose a letter, postcard, magazine, bill, ment for pupils. Encourage the postman to greet each neighbor and to give a sent what he brought. Encourage each child in a row (on a street) to tell his neigh mail which he received. Suggest that pupils let their voices indicate whether they are ple Have the rest of the class listen to determine whether the neig show how they feel about the particular piece of mail receive Set a pattern by saying: "Look, the mailman brought me a Mary."

TEACHING PROCEDURES

cture.
ome pictures which show things which happen or could happen

wing a picture and saying, "Mary eats everyday."
imilar sentences.
e third person singular.

words without variant endings, on the chalkboard.
r each word, but use sentences in which the action word requires
ng studied.
e needed sound (ending) and to pronounce the new word.

ort on different kinds of mail which the postman brings to their

e-play being the postman.
he mailman and ask if he brought mail for them.
o choose a letter, postcard, magazine, bill, check, or advertise-

man to greet each neighbor and to give a sentence which indicates

hild in a row (on a street) to tell his neighbor about the kind of
eceived.
let their voices indicate whether they are pleased to get the mail.
he class listen to determine whether the neighbors say enough to
eel about the particular piece of mail received.
saying: "Look, the mailman brought me a postcard from Aunt

MATERIALS

Pictures illustrating -

- eats
- walks
- runs
- jumps
- talks
- sleeps
- colors
- sings
- reads
- writes
- paints
- sweeps
- plays
- rides

Children's coloring books may be useful.

Hat for the postman

Assortment of envelopes to represent mail including:

- letters
- checks
- bills
- advertisements
- special occasion cards

Post cards

Magazines (only one or two because of the weight)

SKILLS	TEACHING PROCEDURES

Developing and Using New Spoken Concepts Which Have Been Gained Through First Hand Experience

Use a live rabbit.

Encourage pupils to observe carefully the physical features and beh
Schedule pupils to care for the rabbit's needs and to hold him for s

Group pupils around the rabbit and the blackboard to compose and
phrases which characterize the animal's appearance, move
sounds.
Help pupils to organize their thinking by asking questions, such as
- How does the rabbit look? (ears, eyes, legs, feet, tail)
- How is his body covered?
- How does he feel?
- How does he move? Which parts of the rabbit move?
- How does the rabbit act or behave?

Record questions on chart paper or on the board.
Help pupils express accurately their observation of the rabbit.
List their responses under each question.

Example:

The rabbit looks -
friendly, quivery. fluffy
shy, wide awake, sleepy

The rabbit has -
long ears, floppy ears, silky ears,
thin-skinned ears

Use the rabbit to clarify concepts as long-earred and padded feet.
Build a list of descriptive words from the discussion.

Suggested Word List

Touch	Sound	Sight
fluffy	silent	shy
soft	quiet	friendly
furry	noiseless	calm

TEACHING PROCEDURES	MATERIALS
rve carefully the physical features and behavior of their pet. r the rabbit's needs and to hold him for short periods.	Pet rabbit Rabbit hutch
rabbit and the blackboard to compose and record words and cterize the animal's appearance, movements, feel, and	
eir thinking by asking questions, such as: ok? (ears, eyes, legs, feet, tail) ed?	
Vhich parts of the rabbit move? ct or behave? t paper or on the board. rately their observation of the rabbit. r each question.	Chart paper Felt pen
', quivery, fluffy de awake, sleepy	
rs, floppy ears, silky ears, nned ears concepts as long-earred and padded feet. words from the discussion.	

ound	Sight
ilent	shy
uiet	friendly
oiseless	calm

SKILLS

TEACHING PROCEDURES

Touch	Sight	
smooth	watery-eyed	hopping
padded	quivery	loping
silky (angora'	sniffy	
humped back	whiskered	
	long-earred	
	pointed-earred	
	thin-skinned ears	
	floppy-earred	
	short-tailed	
	big-eyed	
	wide-eyed	

Have the list read and used to build oral descriptive sentences about the
Example: The rabbit is long-earred.

Build this skill of forming hyphenated descriptives by selecting two pu
scription.

Choose a child with long legs and one with short legs.

Ask: "Who is long-legged?
Who is short-legged?"

Lead pupils to reply: "John is long-legged.
Mary is short-legged."

Continue this with other descriptions concerning the children until they
with it.

Apply this form to the description of the rabbit with the children.
Example: The rabbit is fluffy-tailed.
The rabbit is floppy-earred.
The silky-haired rabbit is shy.

Provide an opportunity for many to present ideas.

TEACHING PROCEDURES

MATERIALS

Sight

watery-eyed	hopping
quivery	loping
sniffy	
whiskered	
long-earred	
pointed-earred	
thin-skinned ears	
floppy-earred	
short-tailed	
big-eyed	
wide-eyed	

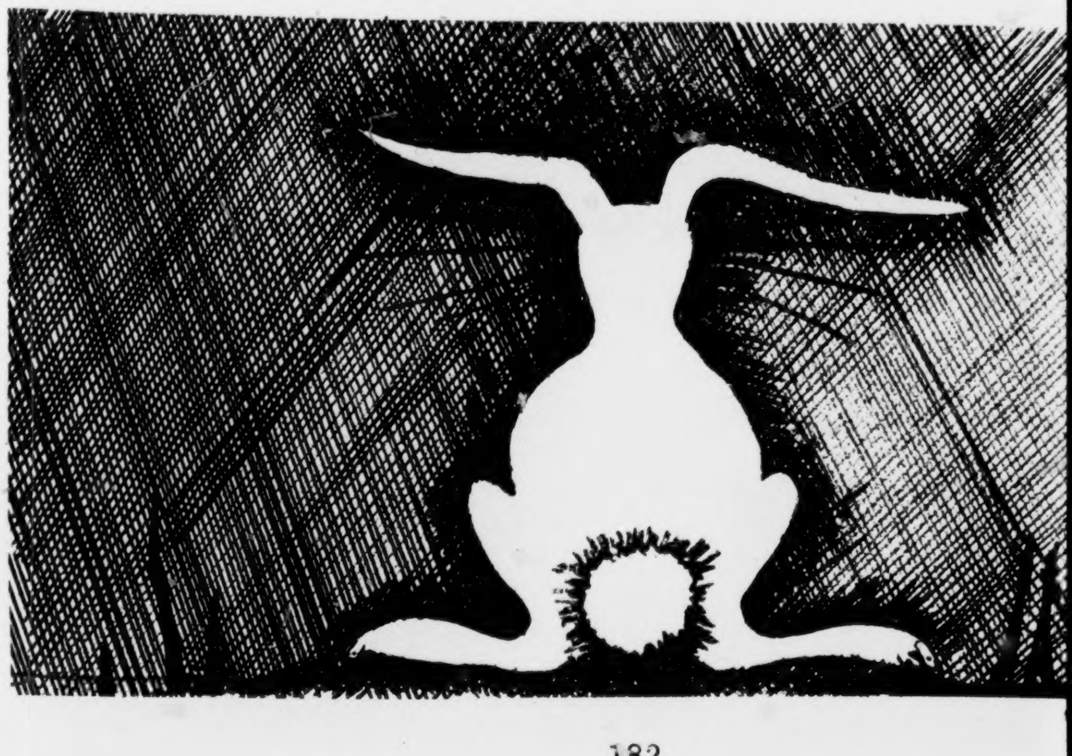
nd used to build oral descriptive sentences about the rabbit.
rabbit is long-earred.
forming hyphenated descriptives by selecting two pupils for de-

long legs and one with short legs.
-legged?
t-legged?"
ly: "John is long-legged.
Mary is short-legged."
other descriptions concerning the children until they feel at ease

the description of the rabbit with the children.
rabbit is fluffy-tailed.
rabbit is floppy-earred.
silky-haired rabbit is shy.

unity for many to present ideas.

SKILLS	TEACHING PROCEDURES
	Use a large line drawing of a rabbit.
Making and Using Labels	Place in view a large drawing of a rabbit and the list of descript Say: "Today you are going to make labels which describe the ra your label as neatly as you can and then pin it on the bulletin of the rabbit that you are describing. Then you will pin y your label to the part of the rabbit that it tells about." Demonstrate this for the class. Say: "Tell us words that describe the rabbit's ears." Print long-earred on a strip of chart paper. Show how to trim off the excess length of the paper.
Associating Meanings with Written Symbols	Remind pupils of the need for neatness and accuracy as you pi rabbit. Allow a child to pin the paper line from the label to the part describes.

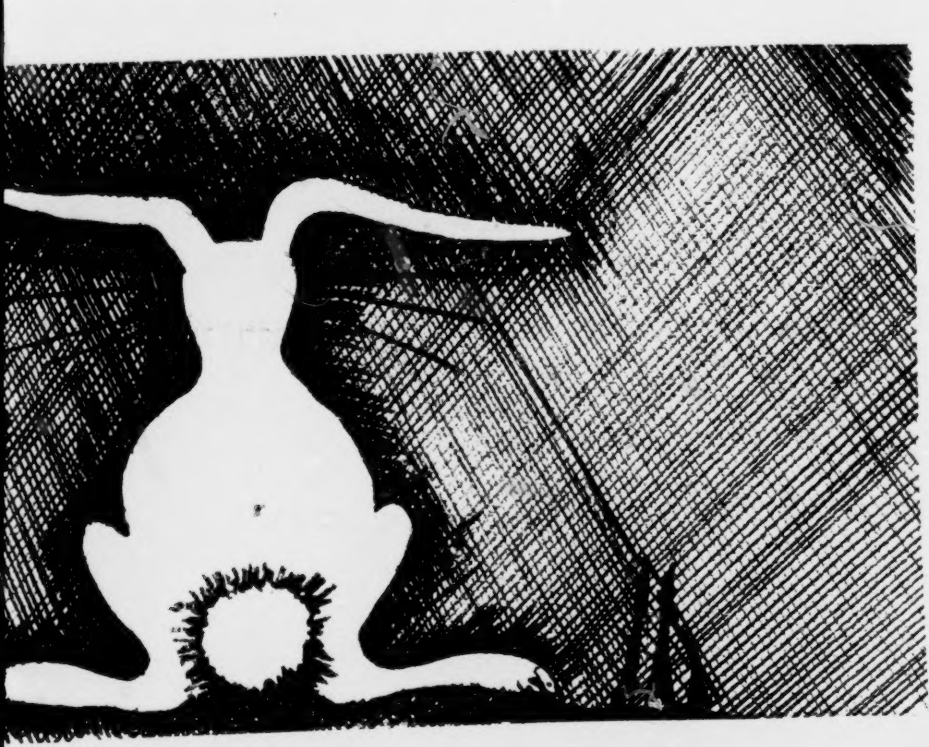


EACHING PROCEDURES

rabbit.

ving of a rabbit and the list of descriptive words.
g to make labels which describe the rabbit. You will print
s you can and then pin it on the bulletin board near the part
u are describing. Then you will pin your paper line from
of the rabbit that it tells about."
lass.
describe the rabbit's ears."
rip of chart paper.
xcess length of the paper.
d for neatness and accuracy as you pin the label near the

e paper line from the label to the part of the rabbit that it



MATERIALS

- Picture of a rabbit, large line drawing
- Strips of chart paper
- Large pencils
- Scissors
- Pins
- Strips of colored construction paper or twine

SKILLS	TEACHING PROCEDURES
	Permit each child to select the words he wishes to convert into l Have him say his choice and point to the portion of the rabbit th Have the materials needed by the children arranged to permit sel Guide pupils to think of the materials that they need, serve thems materials. Give aid to this work period as needed. Use the display for lessons, such as: writing poetry - colorful description, sensory expression making comparisons - The blanket is as fluffy as a rabbit's fur. My sweater is as soft as a rabbit. This piece of silk is as smooth as a rabbit's ear. The lining of my jacket is as furry as a rabbit. This powder puff is as fluffy as a rabbit's tail. written practice - The rabbit's ears are________________________. The rabbit is__________________-tailed. A rabbit is________-eyed. pantomimes - Use action words, as: loping; hopping
Enjoying Poetry	Use a poem. Read the poem "Rabbits" by Dorothy Baruch for the class to appr
Critical Listening for Vivid Descriptive Words and Sensory Impressions	Have pupils compare their descriptive labels with the descriptive found in the poem. Clarify the meaning of phrases such as: a loose bush something shivering the leaves

TEACHING PROCEDURES	MATERIALS
o select the words he wishes to convert into labels. choice and point to the portion of the rabbit that he is describing. needed by the children arranged to permit self service. ık of the materials that they need, serve themselves, and conserve rk period as needed. lessons, such as: - colorful description, sensory expression isons - is as fluffy as a rabbit's fur. is as soft as a rabbit. f silk is as smooth as a rabbit's ear. f my jacket is as furry as a rabbit. puff is as fluffy as a rabbit's tail. e.- ears are________________________. s______________________-tailed. __________-eyed. se action words, as: loping; hopping	
bbits" by Dorothy Baruch for the class to appreciate and discuss. re their descriptive labels with the descriptive words and phrases em. g of phrases such as: something shivering the leaves	Arbuthnot, May Hill. The Arbuthnot Anthology of Children's Literature. Fair Lawn, New Jersey: Scott, Foresman and Co., 1964. "Rabbits", p. 57.

SKILLS	TEACHING PROCEDURES
Using Descriptive Words	Use language games. Show a large picture of someone who seems to be observing some Ask pupils what they think the person is viewing. Provide pupils with a category within which to make reasonable Ask pupils to give two descriptive words when telling about watching. Examples: I think the girl is looking at a white long-earred rabbit. Maybe the girl is watching a funny, waddling duck. Perhaps the girl sees a large, graceful swan gliding across th Display a picture in the category indicated. Use it to answer the question of what the person is viewing. Ask the pupil or pupils who guessed correctly to stand or raise h Use pictures.
Developing Skills Useful in Storytelling	Place a picture of an experience familiar to the children on the ch Ask pupils to help bring the scene to life. Let pupils look at the picture to tell what they see happening. Encourage pupils to use appropriate names for persons, places, o Let pupils suggest what sounds they hear. Encourage children to pretend that they are in the picture. Let pupils discuss how they feel in the pretend situation. Guide pupils in creating a group story.

TEACHING PROCEDURES

someone who seems to be observing something.
nk the person is viewing.
tegory within which to make reasonable guesses.
o descriptive words when telling about what the person is

oking at a white long-earred rabbit.
tching a funny, waddling duck.
s a large, graceful swan gliding across the water.

category indicated.
estion of what the person is viewing.
who guessed correctly to stand or raise hands.

xperience familiar to the children on the chalkboard ledge.
g the scene to life.
icture to tell what they see happening.
e appropriate names for persons, places, or objects.
t sounds they hear.
pretend that they are in the picture.
they feel in the pretend situation.
g a group story.

MATERIALS

Pictures: Sets with
- someone looking at something
- object of interest to the one observing

Picture collections of
pets
toys
clothing
farm animals
zoo animals
circus activities
seasonal pictures

Picture of a familiar experience

Tape recorder

Chart paper
Felt pen

Drawing paper
Crayons

SKILLS	TEACHING PROCEDURES
	Move the story line forward by injecting new points of emphasis. Say: "When I was at____________, I saw . . . . I heard . . . . I felt__________. Allow a number of pupils to continue the story in places indicated Let one child tell how he felt. Tape pupils' ideas. Listen to the tape with pupils and help them evaluate their story i ideas belong, whether each child added something new, a naming words were used. Re-play the tape to determine whether any ideas could be placed logical manner. Provide numerous experiences of this kind. Record the best stories on chart paper. Let pupils add pictures to the chart which will facilitate their re
Using a Trip to the Circus to Stimulate Dramatic Play	Discuss exciting acts viewed at the circus. Show children circus pictures to further review a trip to the circu Present cut-outs of performers and let pupils tell about their acts Help children with the correct names of performers and their equ Encourage pupils to pantomime being performers. Play a record with circus music. Help pupils compare the recording with music actually heard at th Replay parts of the circus record. Permit children to tell about the acts which the music suggests. Have groups of children pretend to be the performers. Select the best acts.

TEACHING PROCEDURES

d by injecting new points of emphasis.
________, I saw . . . .
. . .

o continue the story in places indicated by dots.
elt.

ils and help them evaluate their story in terms of whether
each child added something new, and whether correct
ed.
nine whether any ideas could be placed together in a more

nces of this kind.
chart paper.
o the chart which will facilitate their reading of the story.

ed at the circus.
ires to further review a trip to the circus.
mers and let pupils tell about their acts in the show.
rect names of performers and their equipment.
mime being performers.
music.
ecording with music actually heard at the circus.
record.
out the acts which the music suggests.
etend to be the performers.

MATERIALS

Suggested places around which to build an experience story:

- grocery store
- library
- farm
- dentist's office
- laundromat
- gasoline station
- a building site

Cut-outs for flannel board
(See "Circus". Instructo Products Co., Division of Jacronda Mfg. Co., Philadelphia)
Flannel board

Circus pictures capturing the circus mood before and during the performance

Recording:
"The Circus Comes to Town." 78 rpm. Young People's Records,

SKILLS	TEACHING PROCEDURES
	Let a child represent the ringmaster and announce the numbe Allow pupils to put on their own circus. Have children discuss what the vendors sold. Encourage children to describe products, sounds, and taste bring to mind. Ask: "What products did the vendors sell? What sounds did you hear as the vendors moved about What words could the vendors use to describe their pr "Be" a hot dog vendor. Walk up and down aisles in the manner of a vendor selling. Encourage children to call out orders, ask prices, pass ma to the vendor, request desired spread. * Select vendors to sell hot dogs, ice cream, candy cotton, pea Use only one vendor at a time. Encourage each vendor to advertise his product and to serve Maintain a controlled situation by allowing specific groups t on the location of the vendor. Allow vendors and performers to visit another class and pres Be sure the class visited is given instructions about requ vendors, if the situation evidences a need for control.
Developing the Social Courtesies	Use poetry and dramatic play. Present a bag containing two pairs of shoes, a pocketbook, of gloves. Allow two girls to reveal contents of the bag.

CHING PROCEDURES	MATERIALS
master and announce the numbers. n circus. e vendors sold. ibe products, sounds, and tastes which circus vendors vendors sell? ear as the vendors moved about? vendors use to describe their products?" e manner of a vendor selling. ut orders, ask prices, pass make-believe money over ired spread. s, ice cream, candy cotton, peanuts, balloons. . vertise his product and to serve his customers. on by allowing specific groups to participate depending or. s to visit another class and present a circus show. s given instructions about requesting orders from the vidences a need for control.	Recording: Under the Big Top. "Elephants." "The Juggler." "The Tight Rope Walker." Bowmar Orchestral Library. #51 Stanley Bowmar Co., 1962.
o pairs of shoes, a pocketbook, a lady's hat, and a pair tents of the bag.	Bag containing - 2 pairs of ladies' shoes a pocketbook a lady's hat a pair of gloves

SKILLS	TEACHING PROCEDURES
	Encourage the class to give suggestions as to how the two girls could the bag in order to role-play being ladies. Ask one girl to select and dress up in things which she might have if out. Permit the other girl to put on the extra pair of shoes. Let pupils tell about times when they pretended to be ladies. Help the class create brief situations, suggested by the dress of the tw the girls can role-play. Have children assume comfortable listening positions. Read the poem, "Someone Is Knocking." Use the accompanying fingerplay suggestions. Ask: "Who were the children in the poem pretending to be? Who was the lady who came to visit?" Repeat the poem allowing the pupils to join in the fingerplay activity.
	Say the poem "Someone Is Knocking" on numerous occasions until pu it easily. Provide pupils with a good voice pattern reflecting the graciousness Place a chair in front of the room. Have two girls dress up like ladies. Let them pantomime the activity suggested by the poem while the clas Change the lining in the hat and shoes and allow other girls to panto Evaluate the extent to which the class imitated the friendly tone an gested by the poem. Evaluate the extent to which those who pantomimed listened carefull the situation convincingly.

TEACHING PROCEDURES

ive suggestions as to how the two girls could share items in
le-play being ladies.
d dress up in things which she might have if she were going
put on the extra pair of shoes.
s when they pretended to be ladies.
ief situations, suggested by the dress of the two girls, which
y.
mfortable listening positions.
e Is Knocking."
ngerplay suggestions.
ldren in the poem pretending to be?
who came to visit?"
g the pupils to join in the fingerplay activity.

Is Knocking" on numerous occasions until pupils can repeat

ood voice pattern reflecting the graciousness of the hostess.
the room.
like ladies.
activity suggested by the poem while the class recites.
hat and shoes and allow other girls to pantomime similarly.
which the class imitated the friendly tone and manner sug-

hich those who pantomimed listened carefully and portrayed
ingly.

MATERIALS

Materials suggested for lesson above
(Omit book.)
Chair
Tea set

SKILLS

TEACHING PROCEDURES

Ask pupils to tell how they would respond if someone said:
    Good morning.
    Won't you sit down?
Discuss with pupils polite things to say when leaving.
Guide pupils in understanding that the person who comes to visit us is our gu
Help pupils understand that a lady is called a hostess when she helps to m
    guest or visitor feel at home.
Tell pupils that a gentleman is called a host.
Have all pupils who could be hostesses stand.
Ask all who could be hosts to stand.
Have all who could be guests stand.
Suggest that today pupils might enjoy making believe that they are guests.
Pretend to be the hostess.
Shake hands with one child and say:
    "Good morning, Mrs. or Mr.________." (Use last name of the pupil.)
Have that child and the rest of the class respond, "Good morning, Mrs.______
Say: "Won't you have a seat?" or "Won't you sit down?" or "Please have a
Allow the pupil to sit in the chair as she and the class respond, "Yes, than
Offer the guest a cup of tea.
Encourage the guest to give an individual gracious response.
Ask the pupils to pretend that it is time to go.
Encourage the "guest" to tell how much she has enjoyed herself.
Respond: "Please come back again soon, Mrs.____________."
Repeat the role-playing situation with other children.
Vary the wording so that pupils will do the same when they are ready to ro
    being host or hostess, and guest.

ING PROCEDURES

spond if someone said:

say when leaving.
he person who comes to visit us is our guest.
is called a hostess when she helps to make her

d a host.
ses stand.

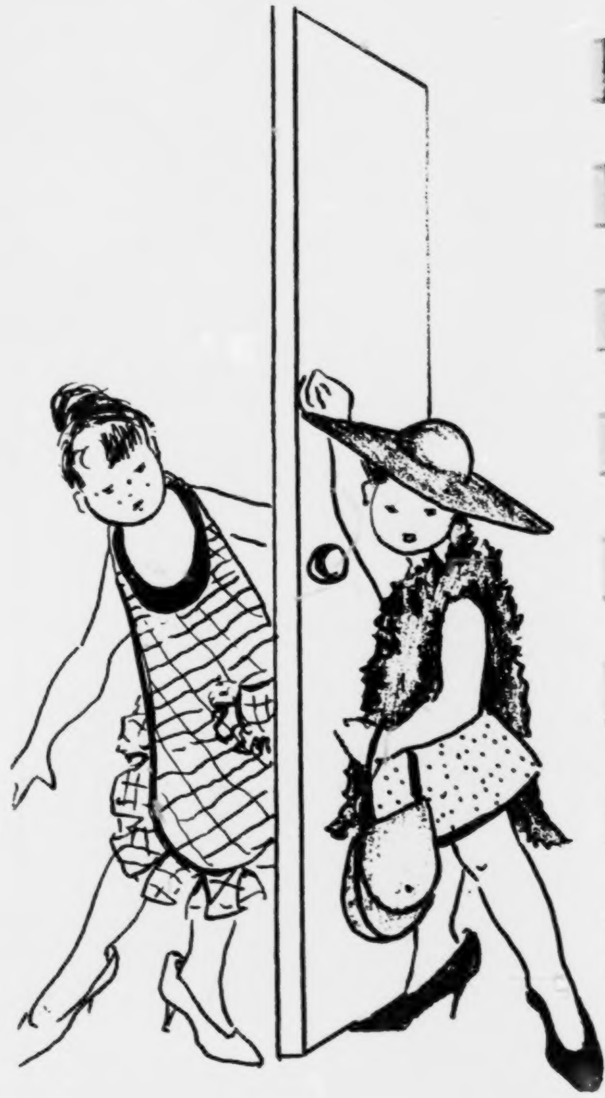
y making believe that they are guests.

______." (Use last name of the pupil.)
class respond, "Good morning, Mrs.__________."
"Won't you sit down?" or "Please have a chair."
as she and the class respond, "Yes, thank you."

vidual gracious response.
time to go.
much she has enjoyed herself.
soon, Mrs.___________."
ith other children.
will do the same when they are ready to role-play
st.

MATERIALS

Chair
Tea set



SKILLS	TEACHING PROCEDURES
	Ask pupils to pretend that - They have been given permission to open the door. Their teacher has come to visit Mother. Ask pupils to tell how they could be good hosts or hostesses. Guide pupils in - remembering to greet a visitor in a friendly manner offering a seat excusing themselves while going to get Mother. Permit several children to role-play themselves in the situation. Encourage pupils to keep the conversation going but to allow the guest also. Guide the class in listening for friendly voice quality and polite words hostess. Show the class a party hat. Permit informal discussion of parties which the children have attended. Help children understand that both the host or hostess and the guests make the party a good one. The host greets and takes them to join the others. The guests participate in the party activities. The guests remember to thank the host and tell him how much themselves. Allow a committee to plan and give a party for the rest of the class duri noon milk lunch period.

TEACHING PROCEDURES	MATERIALS
rmission to open the door. to visit Mother. ould be good hosts or hostesses. visitor in a friendly manner le going to get Mother. role-play themselves in the situation. he conversation going but to allow the guest to be polite g for friendly voice quality and polite words used by the	Chair
of parties which the children have attended. hat both the host or hostess and the guests must help to ne. akes them to join the others. te in the party activities. er to thank the host and tell him how much they enjoyed and give a party for the rest of the class during an after-	Party hat

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Using Punctu

Recorded i
Addressin

Proofreading

Pupil dicta
Words and
dictionar
A friendly

Writing Lette

A poem —
subject o
Reasons fo
Friendly le
Invitations

Addressing E

A large mo
study rel

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WRITING **Stimulate Interest In Expressing Ideas In Wri**

SKILLS	TEACHING PROCEDURES
Formulating Ideas for Writing	Use photographs or self-portraits of the pupils. Bring the class together to share pictures or photographs of them Tell them to think of one idea to say about themselves. Explain the job of a recording secretary to the class and the fact to be their secretary for today. Allow a few minutes for members of the class to organize their and recorded. Encourage pupils to begin sentences in a variety of ways, such as I am wearing a new dress. The toy in my picture is my favorite one. Here I am. My name is John R. Green. I like to hear stories. Allow the pupils to watch you record these sentences. Comment upon the punctuation and capitalization as you write.
Dictating Ideas to be Recorded	Permit pupils to participate in the entire recording process by of the words which are being recorded. Help them to develop the "thoughts to writing" skill. Ask: "What's the next word? Do I need a capital letter here? Did I capitalize the proper words? Do you see anything that I forgot?" (perhaps a period) Give each child his own story to take to his seat, after he reads it Have him write his own name below the sentence and fasten story to a large sheet of paper for inclusion in a class booklet. Advise him to use his desk name card as a guide as he writes his
Copying Written Ideas	Encourage those pupils who are able to copy the entire sentence

Stimulate Interest In Expressing Ideas In Writing **WRITING**

TEACHING PROCEDURES

rtraits of the pupils.

r to share pictures or photographs of themselves.
e idea to say about themselves.
cording secretary to the class and the fact that you are going
y for today.
or members of the class to organize their ideas to be spoken

in sentences in a variety of ways, such as:
dress.
re is my favorite one.

Green.
s.
h you record these sentences.
tuation and capitalization as you write.
cipate in the entire recording process by recalling the order
re being recorded.
e "thoughts to writing" skill.
word?
tal letter here?
the proper words?
hing that I forgot?" (perhaps a period)
story to take to his seat, after he reads it.
wn name below the sentence and fasten the picture and the
et of paper for inclusion in a class booklet.
desk name card as a guide as he writes his name.
s who are able to copy the entire sentence on pencil paper #1.

MATERIALS

Self-portraits or photographs of each child

Lined chart paper
Felt pen
Pencils
Pencil paper #1

SKILLS	TEACHING PROCEDURES
Recording a Dictated Experience Chart	Use the experiences from a walk. Have the pupils close their eyes and visualize interesting t during the walk. Initiate a discussion of impressions gathered by the pupils fr Keep the discussion brisk and lively. Guide pupils in making a chart record of their walk. Permit them to decide whether the chart should be a sto that they saw.
Organizing Ideas for Writing	Have them state the main purpose of the chart. Example: To tell the signs of fall To record activities of the neighborhood To tell the kinds of homes near their school Ask the pupils to suggest a title and an interesting opening se Ask: "About what is our chart to be?" (Their response coul "How should we begin our chart so that everyone who r will know what the chart is all about?"
Selecting a Title and a Topic Sentence	Example: We went for a walk. We walked around our school block. Record the pupils' contributions which express the feelin terest of the group. Include the ideas of the shy child as often as possible and t distinctive. Record the rough draft of the chart on the blackboard. Edit the preliminary draft with the children. Record the final draft on a large piece of newsprint or tag-bo Provide each child with a piece of pencil paper #1, large e grade. Include, later, the day, month, date, and year in his assignme Provide pencils.

TEACHING PROCEDURES	MATERIALS
s from a walk. close their eyes and visualize interesting things they saw or heard alk. ssion of impressions gathered by the pupils from the walk. sion brisk and lively. making a chart record of their walk. o decide whether the chart should be a story or a list of the things v. e the main purpose of the chart. o tell the signs of fall o record activities of the neighborhood o tell the kinds of homes near their school o suggest a title and an interesting opening sentence. hat is our chart to be?" (Their response could be the title.) uld we begin our chart so that everyone who reads our first sentence w what the chart is all about?" We went for a walk. We walked around our school block. pils' contributions which express the feelings, enthusiasm, and in- e group. as of the shy child as often as possible and those that are unique or gh draft of the chart on the blackboard. inary draft with the children. l draft on a large piece of newsprint or tag-board with a felt pen. child with a piece of pencil paper #1, large enough for his name and the day, month, date, and year in his assignment. s.	Name card for each child Chart paper Felt pen Pencils Drawing paper Crayons Pencil paper #1

SKILLS	TEACHING PROCEDURES
	Have each child follow the pattern of his desk name card and writ he can put it on the back of the picture he is going to draw to il story. Use the pictures to illustrate the story when it is displayed.
Selecting the Main Idea in Preparation for Independent Writing	Use story sequence pictures. Select three pictures with very few details that relate a story, suc a black cat walking a black cat drinking milk from a bowl a sleeping, black cat beside an empty bowl Display the first picture and place a piece of chart paper under it. Motivate pupils to want to be story-tellers, writers - authors. Remind them of the enjoyment they receive from hearing and "r their readers. Help pupils discover how wonderful it is to think of a story and th other people may enjoy reading it. Focus attention upon the first picture and ask the pupils to tell happening in the picture. Avoid asking pupils to tell what they see as this limits the use of t Guide them to suggest the size, color, and even a name for the cat Ask key questions, such as: Where do you think the cat is going? Why? How do you think he feels? When do you think he went walking? Help the children build one complete sentence about the picture w answers to two of the guiding questions. Example - Picture One: A black cat went for a walk. One morning a hungry cat went for a walk. Timothy Cat was very hungry as he walked along one da Record these sentences on the blackboard.

TEACHING PROCEDURES

follow the pattern of his desk name card and write his name so that
on the back of the picture he is going to draw to illustrate the chart

to illustrate the story when it is displayed.

pictures.

tures with very few details that relate a story, such as:
alking
rinking milk from a bowl
lack cat beside an empty bowl
picture and place a piece of chart paper under it.
to want to be story-tellers, writers - authors.
f the enjoyment they receive from hearing and "reading" stories in
s.
cover how wonderful it is to think of a story and then write it so that
may enjoy reading it.
upon the first picture and ask the pupils to tell what they think is
the picture.

pils to tell what they see as this limits the use of their imaginations.
uggest the size, color, and even a name for the cat as they talk.
ns, such as:
u think the cat is going? Why?
think he feels?
think he went walking?
en build one complete sentence about the picture which would include
two of the guiding questions.
- Picture One:
ck cat went for a walk.
norning a hungry cat went for a walk.
thy Cat was very hungry as he walked along one day.
entences on the blackboard.

MATERIALS

Pictures - three large pictures which tell a simple story

Chart paper
Felt pen
Pencil paper #1
Pencils

SKILLS	TEACHING PROCEDURES
	Draw attention to capitalization and punctuation of the sentences on the board. Invite pupils to proofread the sentences and explain that they read their stories after they write them as writers do. Have pupils tell the words that they would like to have listed on them write their stories.
Building A Writing Dictionary	Example: went day walking along hungry walked morning Timothy Tom cat
	Allow pupils to read and become familiar with the dictionary. Advise them to use it when they need help with spelling. For initial and early story writing experiences the lesson ma pupils writing one sentence about the first picture. Othe lesson with the discussion of the two remaining pictures aft may write three sentences.
Developing Sequence in Independent Writing	Continue this procedure for the remaining pictures guiding the "story" which has a beginning- sentence 1, a middle- sente sentence 3. Remove from the blackboard all sentences that were dictated by th Leave the picture dictionaries and the pictures in view of the clas Number the pictures 1, 2, and 3. • Instruct the pupils to write one sentence about each picture st number one, then picture two, and last picture three. Provide pencil paper and pencils.

TEACHING PROCEDURES	MATERIALS
apitalization and punctuation of the sentences as they are written roofread the sentences and explain that they are going to proof- es after they write them as writers do. e words that they would like to have listed on chart paper to help · stories. day hungry walking walked Timothy d and become familiar with the dictionary. it when they need help with spelling. early story writing experiences the lesson may end here with the one sentence about the first picture. Otherwise, continue the e discussion of the two remaining pictures after which the pupils e sentences. edure for the remaining pictures guiding the pupils in building a has a beginning- sentence 1, a middle- sentence 2, and an end- lackboard all sentences that were dictated by the group. dictionaries and the pictures in view of the class. es 1, 2, and 3. s to write one sentence about each picture starting with picture en picture two, and last picture three. er and pencils.	

SKILLS

TEACHING PROCEDURES

Circulate very quietly among the pupils after they have settled dow
Give help to those who request it and to those who seem to be havin
Avoid confusing those pupils involved in concentrated thought w
having real difficulties.

Group papers at the end of the writing session according to simil
problems.
Use the opaque projector to point out types of mistakes.
* Follow-up individual writing with periods in which small grou
correct their own stories with the teacher.
Provide numerous occasions during which the class may share a
pleted stories.

Organizing and Creating a Class Picture Dictionary

Use a large picture dictionary.

Introduce pupils to a large, colorful picture dictionary.
Draw attention to the contents and stimulate interest through thoug
Allow exploration and discussion of the format of the contents of th
Direct attention to the manner in which the words and pictures a
grouped as foods, people, animals, and clothes.
Guide discussion to help pupils formulate a definition of a picture d
Encourage expressions concerning the function and value of su
words and pictures.
Elicit pupils' opinions as to their need for making such an aid
for self-help as they write.
Plan with the children the words to be included, such as:

Action Words (Doing Words)

working
standing
cutting
coming
swinging
pasting
hopping
playing
running

TEACHING PROCEDURES	MATERIALS
etly among the pupils after they have settled down to write. who request it and to those who seem to be having difficulty. hose pupils involved in concentrated thought with those who are iculties.	
he end of the writing session according to similarities of writing ojector to point out types of mistakes. ual writing with periods in which small groups read, edit, and wn stories with the teacher. occasions during which the class may share and enjoy the com-	Opaque projector
ctionary. a large, colorful picture dictionary. the contents and stimulate interest through thoughtful questioning. and discussion of the format of the contents of the dictionary. o the manner in which the words and pictures are classified and ds, people, animals, and clothes. o help pupils formulate a definition of a picture dictionary. ssions concerning the function and value of such a collection of ures. nions as to their need for making such an aid to use, especially s they write. dren the words to be included, such as: (Doing Words) coming hopping swinging playing pasting running	Picture dictionary, large and colorful or Opaque projector and small picture dictionary Newsprint with 2" margin on the left and 1" margin on the right Manila art paper Crayons Pencil paper #1 Pencils Paste Scissors Loose-leaf rings

SKILLS	TEACHING PROCEDURES
	helping catching writing drawing walking going jumping throwing riding dancing kicking eating sitting reading swimming galloping marching skating sleeping looking clapping
	Compose word lists cooperatively with the pupils including words whi related to their experiences and areas of study.
	Write the words on the board as pupils suggest them.
	Invite the children to select a word which they would like to illustra their contribution to the dictionary.
Proofreading and Editing of Written Materials	Select upon recommendation of the class two committees, a pro arrangement staff.
	Have the proofreading committee proofread all labels and edit all p they are submitted to the arrangement committee.
	Instruct the arrangement committee to arrange and paste the picture the large, unfastened sheets of newsprint paper.
	Provide the class with uniformly sized pieces of manila art paper pencil paper #1.
	Ask pupils to make simple and clear pictures for their words.
	Encourage each child to evaluate his own work for accuracy and n submitting it to the committees.
	Give the two committees their detailed instructions concerning the p their activities as soon as the class begins to work.
	Provide the arrangement committee with large, loose sheets of marginal lines drawn 2" from the left edge of the page and 1" from of the page.
	Caution the committee to keep all labels and pictures out of the margi
Following Directions	Compile and have pupils number the completed pages which may b manner which will allow the addition of more pages later.

EACHING PROCEDURES

MATERIALS

ving
g
ing
ng
g
ng
ing

swimming
galloping
marching
skating
sleeping
looking
clapping

atively with the pupils including words which are closely
ces and areas of study.
d as pupils suggest them.
t a word which they would like to illustrate and label as
dictionary.
on of the class two committees, a proof-reading and

mittee proofread all labels and edit all pictures before
arrangement committee.
ommittee to arrange and paste the pictures and labels on
eets of newsprint paper.
niformly sized pieces of manila art paper, crayons, and

nd clear pictures for their words.
valuate his own work for accuracy and neatness before
mittees.
heir detailed instructions concerning the procedures for
s the class begins to work.
committee with large, loose sheets of newsprint with
from the left edge of the page and 1" from the right edge

ep all labels and pictures out of the margins.
number the completed pages which may be fastened in a
the addition of more pages later.

SKILLS

TEACHING PROCEDURES

Add a phrase page to the dictionary.
List phrases such as:

I am
We enjoy
Here are
These are
I can
Can you
I want
This is
We are

Allow pupils to read, use, and enjoy their product as long as they

Do not save the picture dictionary for the next year's class
needs, and activities are constantly changing.

Discovering the Need for Letter Writing

Use a poem.

Display three large, felt-backed cut-outs of a letter and two othe
Example: cup, letter, tree
Place the three cut-outs on the felt board and direct the pupils' at
Say: "My poem for you is about one of these cut-outs. I wond
be?"

If time permits, allow pupils to use phrases which expre
guess which object it could be.
Example:
The poem may be about the tree.
Maybe it's about the cup.
I think it may be about the letter.
The teacher's response to these could be:
Perhaps it is.
Perhaps you're right.
Recite the poem while the class listens.
Have pupils identify and select the correct picture.
Remove the other cut-outs from view.

TEACHING PROCEDURES	MATERIALS
to the dictionary. as: Here are These are I can Can you I want This is We are d, use, and enjoy their product as long as they have need for it. ne picture dictionary for the next year's class because interests, ivities are constantly changing.	
e, felt-backed cut-outs of a letter and two other objects. letter, tree t-outs on the felt board and direct the pupils' attention to them. or you is about one of these cut-outs. I wonder which one it will its, allow pupils to use phrases which express tentativeness to bject it could be. may be about the tree. about the cup. nay be about the letter. response to these could be: is. ou're right. hile the class listens. fy and select the correct picture. cut-outs from view.	Poem: Field Enterprises Educational Corporation, Childcraft, The How and Why Library. Vol. I, Chicago: 1964. "Mail" p. 217 Cut-outs, felt-backed: letter and two other subjects Chart paper Felt pen

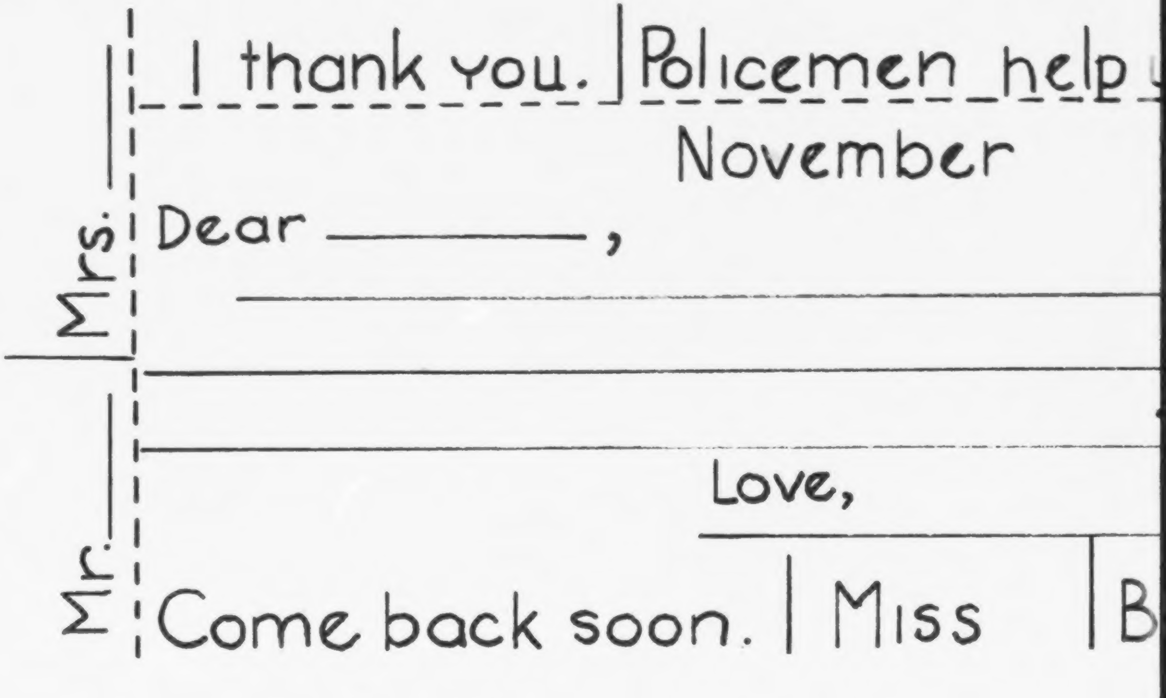
SKILLS	TEACHING PROCEDURES
	Ask: "Why did the child in the poem like to write a letter?" Pinpoint the necessity for writing letters by asking pupils how they ' and friends who are not always nearby. Say: "Sometimes we write letters to thank someone for somethi done for us. Can you think of other reasons for writing letters?" Remind pupils to answer with complete ideas and to begin the words, such as: People write letters to. . . .
Recognizing the Kinds of Letters	Direct questions, if necessary, which will elicit responses, such as People write letters to invite you to a party - invitations share good news - friendly letters, announcements cheer people up - get well greetings make new friends - pen-pal letters (explain) get answers to questions - business letters
	Ask pupils to think of someone who has done something very nice fo Suggestions: a parent who came to school to help the class a helpful student from another class a visitor who shared time and ideas with the class someone who was responsible for a pleasant experience class enjoyed
	Allow pupils to suggest who the person to receive a thank-y Tell the pupils that you will help them to do it.

TEACHING PROCEDURES	MATERIALS
in the poem like to write a letter?" r writing letters by asking pupils how they "talk" to relatives ot always nearby. ite letters to thank someone for something the person has her reasons for writing letters?" er with complete ideas and to begin their sentences with le write letters to. . . . ssary, which will elicit responses, such as: o ty - invitations friendly letters, announcements get well greetings - pen-pal letters (explain) stions - business letters meone who has done something very nice for them. e to school to help the class rom another class red time and ideas with the class s responsible for a pleasant experience or help which the st who the person to receive a thank-you letter will be. ill help them to do it.	

SKILLS	TEACHING PROCEDURES
Learning the Form of a Friendly Letter	Guide pupils in the proper formation of the letter with questi "How shall we begin our letter to Mrs. Smith so tha wrote it?" Have pupils formulate the date. Record it in the proper place on chart paper. Say: "We place the date here when we write a letter. What could we say to let Mrs. Smith know that we are Accept pupils' suggestions, but if necessary, steer them to t Say: "We write that greeting here." Write: Dear Mrs. Smith, Ask: "Why are we writing to Mrs. Smith? How shall we say it?" Show the pupils where the body or message begins.
Proofreading a Letter	Record their many ideas on the blackboard so that they may before being written in the letter. Record the amended message on the chart paper. Continue to explain capitalization and punctuation as they ar Continue the proofreading by the pupils. Explain here that all letters end or close with a word or tw Sincerely Your friend Love Permit pupils to select an appropriate closing. Record it.

TEACHING PROCEDURES	MATERIALS
he proper formation of the letter with questions, such as: we begin our letter to Mrs. Smith so that she will know when we nulate the date. proper place on chart paper. the date here when we write a letter. d we say to let Mrs. Smith know that we are talking to her?" ggestions, but if necessary, steer them to the proper greeting. that greeting here." s. Smith, ve writing to Mrs. Smith? l we say it?" where the body or message begins. ny ideas on the blackboard so that they may be studied and amended written in the letter. ded message on the chart paper. ain capitalization and punctuation as they are placed. ofreading by the pupils. at all letters end or close with a word or two of friendship, such as: select an appropriate closing.	Chart paper Felt pen

SKILLS	TEACHING PROCEDURES



I thank you.
Policemen help
November
Dear ,
Mrs.
Mr.
Love,
Come back soon.
Miss
B

Allow space for each pupil to place his signature.
Ask the class to proofread the letter again to make any changes that ar
Help pupils recall the parts of their letter as you point to them.

Parts of a Letter

Heading or date	Body or message
Greeting	Closing
	Signature

Keep a model of a simple friendly letter available as a pupil referenc there is need for it.
Copy the letter on smaller paper and have each pupil place his signatu fully as possible before it is mailed.
Have the children decide the next step that they need to take in ord letter to Mrs. Smith.
Advise them that they will learn to address an envelope at the next langu

ACHING PROCEDURES	MATERIALS
ou. | Policemen help us. November ,19_ , Love, ck soon. | Miss | Betty	Small copy of class letter for individual pupils to sign

lace his signature.
letter again to make any changes that are necessary.
their letter as you point to them.

Body or message
Closing
Signature

iendly letter available as a pupil reference as long as

aper and have each pupil place his signature as care-
s mailed.
e next step that they need to take in order to get the

rn to address an envelope at the next language period.

SKILLS

TEA HING PROCEDURES

Continue letter writing as situations demand and with the ai phrase, and word lists, guide pupils toward greater ski dependence.

Encourage the writing and exchanging of letters between setting up a room post office.

Give pupils additional help in learning to write letters by m letters for completion through cut and paste activities.

November 3,

Dear Mrs. Smith,

We thank you for hel

You were kind to help us at s

You made us very happy.

Your frien

☆____________

____

Extend the development of letter writing skills to inclu letters, requests for permission to go on trips.

Follow the procedures and format for letter writing as detai

TEACHING PROCEDURES	MATERIALS
as situations demand and with the aid of picture dictionaries, ists, guide pupils toward greater skill, individuality, and in-	Letter forms, elliptical,
and exchanging of letters between members of the class by ost office.	Scissors Paste Pencils
ielp in learning to write letters by making copies of elliptical on through cut and paste activities.	

November 3, 19__

Smith,
thank you for helping us.
kind to help us at school.
us very happy.
Your friends,

☆________________________

____

nt of letter writing skills to include invitations, thank-you r permission to go on trips.
and format for letter writing as detailed on page 199.

SKILLS

TEACHING PROCEDURES

Encourage pupils to write invitations to a variety of persons a
follow :

Occasions	Persons
class projects	parents
exhibits	principal and others
trips	individuals and group
programs	persons in the comm
parties	

Reinforce, during each letter writing experience, the pupil
structure of a letter: heading (date), greeting, body, closing,

Guide pupils in understanding that invitations and letters of perm
certain specifics, such as:
- the date of the activity
- the place and time of the activity
- the purpose of the activity

Developing the Mechanics of Addressing an Envelope

Use a huge envelope made of newsprint.

Fasten the large envelope to the blackboard with tape.

Explain that this is a model of a smaller envelope, but it is larg
one to see.

Allow pupils to explain their need for learning to address an enve

Ask questions, such as:
- Who is to receive the letter?
- What should we write to tell the postman where she lives?
- In what city does Mrs. Smith live?

Record the responses to these questions in the proper places on

Call pupils' attention to the placement of the information as well a
tion and punctuation needed.

TEACHING PROCEDURES

ite invitations to a variety of persons and for occasions, as

Persons
ojects parents
principal and others on the staff
individuals and groups
s persons in the community

1 letter writing experience, the pupils' knowledge of the
heading (date), greeting, body, closing, and signature.
nding that invitations and letters of permission must contain
ch as:
tivity
e of the activity
e activity

of newsprint.

pe to the blackboard with tape.
odel of a smaller envelope, but it is large enough for every-

heir need for learning to address an envelope.

e letter?
e to tell the postman where she lives?
s. Smith live?
o these questions in the proper places on the large envelope.
the placement of the information as well as to the capitaliza-
needed.

MATERIALS

- Envelope, large newsprint model
- Tape
- Felt pen
- Postage stamp
- Envelope, regulation size
- Follow-up sheets of envelopes for children to complete the address and return address
- Scissors
- Paste
- Stamps, similated for children's practice of placement

SKILLS

TEACHING PROCEDURES

Call the post office, if necessary, to get the correct zip code.
Explain its purpose.
Ask: "If our letter can't be delivered for some reason, what coul
envelope so that the postman would bring it back to us?
Who are we?
Where are we?"
Demonstrate the placement and order of the return address on the
Show and explain the postage stamp which will be needed to pay for
the mail.
Allow the pupils to tell and show where the stamp should be placed.
Have pupils proofread and name the address and the return addres
Make copies of an elliptical address on envelopes for each child to

Fairfield School, Room ___
1st and Q streets, N.W.
Washington, D.C. 2002

____

_______ Elm Street, N.E.
Washington, D.C. 20018

- -

2 1234 Mrs. Jane L. Smi

TEACHING PROCEDURES

MATERIALS

essary, to get the correct zip code.

be delivered for some reason, what could we write on the
postman would bring it back to us?

nt and order of the return address on the envelope.
age stamp which will be needed to pay for delivery through

d show where the stamp should be placed.
name the address and the return address.
al address on envelopes for each child to complete, as:

ol, Room ___
eets, N.W.
D.C. 2002

Elm Street, N.E.
ngton, D.C. 20018

- - - - - - - - - - - - - - - - - - - -

234 Mrs. Jane L. Smith

SKILLS	TEACHING PROCEDURES
Composing a Class Newspaper	Use large chart paper. Bring the group together to share their weekend experie Ask them to tell of something that they saw, did, or hear Guide them to tell those experiences that would be o class being careful to avoid personal family business Allow pupils to suggest which news items are to be reco Help them select timely and interesting news items. Record their selections and explain that those pupils recorded this time may possibly have their news re papers. Example: OUR NEWSPAPER Date Grade Room Mary Jane is at home with a cold. We'll make her a get-well card. Steven walked to the library. Johnny found a turtle in the woods. Helen had fun at her grandmother's house. Billy had a birthday on Saturday. Happy birthday, Billy! * Encourage children to make illustrations for their newsp Allow pupils to print the newspaper when they have progr Display the paper for reading enjoyment but keep only cu Fasten old news sheets into a cover so that pupils may enj

TEACHING PROCEDURES

.

ether to share their weekend experiences.
something that they saw, did, or heard during the weekend.
ll those experiences that would be of interest to members of the
eful to avoid personal family business.
ggest which news items are to be recorded in their newspaper.
imely and interesting news items.
ctions and explain that those pupils who did not have their news
time may possibly have their news recorded in subsequent news-

OUR NEWSPAPER
Grade
Room

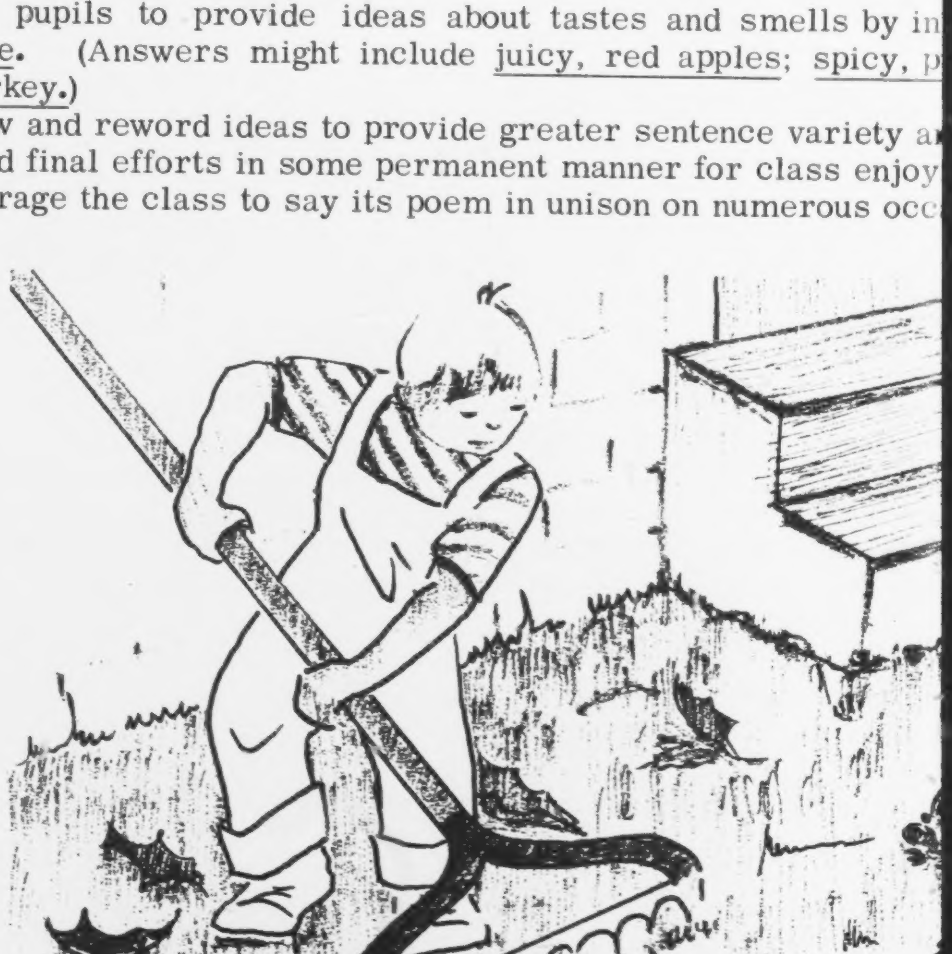
t home with a cold.
r a get-well card.
to the library.
turtle in the woods.
at her grandmother's house.
rthday on Saturday.
y, Billy!

n to make illustrations for their newspaper.
int the newspaper when they have progressed to that point.
for reading enjoyment but keep only current news on display.
heets into a cover so that pupils may enjoy reading their collection.

MATERIALS

Large sheets of chart paper
Felt pen
Materials for pupil illustrations

SKILLS	TEACHING PROCEDURES
Creating a Seasonal Poem	Begin a poem with words, such as: In the fall, I see ______. Incorporate ideas which the children have created which de impressions - golden leaves; ripe, orange pumpkins; sh colored flowers. Give new direction to the poem by saying, In the fall I hear Include pupils' thoughts which describe sounds heard, as: rust fires. Invite pupils to provide ideas about tastes and smells by in like. (Answers might include juicy, red apples; spicy, p turkey.) Review and reword ideas to provide greater sentence variety a Record final efforts in some permanent manner for class enjoy Encourage the class to say its poem in unison on numerous occ



TEACHING PROCEDURES

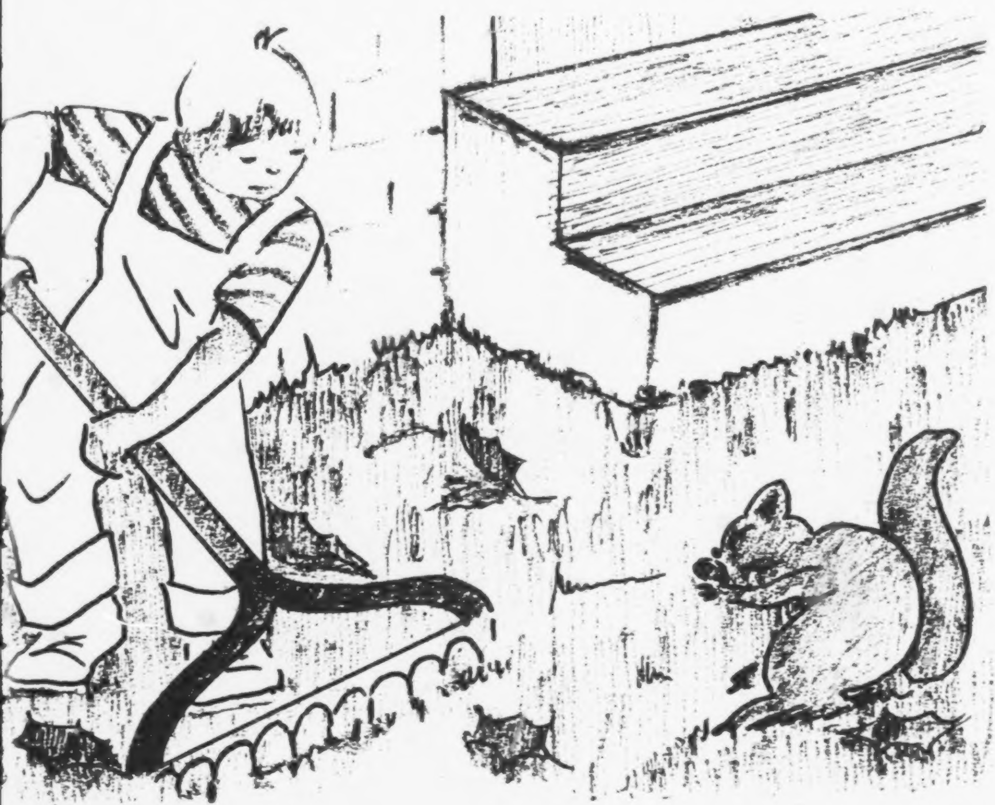
MATERIALS

ords, such as: In the fall, I see ______.
hich the children have created which describe visual sensory
lden leaves; ripe, orange pumpkins; shiny berries; brightly-

o the poem by saying, In the fall I hear _____ .
hts which describe sounds heard, as: rustling leaves, crackling

ovide ideas about tastes and smells by introducing the words I
might include juicy, red apples; spicy, pumpkin pie; hot roast

ideas to provide greater sentence variety and rhythm.
in some permanent manner for class enjoyment.
to say its poem in unison on numerous occasions.



SKILLS	TEACHING PROCEDURES
Beginning Biographical Sketches	Use pupils' photographs or portraits. Guide pupils to recall the oral biographical sketches which t class. (Refer to page 160) Help them recall the methods of keeping or recording informa class, such as storing it in the mind (memory) and on the tap Say: "We are going to keep a record of information about ourse We'll need pencils, paper, and our photographs. How record information about ourselves today? "Yes, we'll use photographs and write information abou write a book about our class which can be kept and enjoy Provide duplicated work sheets for the pupils which include th tion: My name is ______ ________. I am ______ years old. I attend ____________ School. Give pupils their photographs and a work sheet. Have them read the elliptical sentences and supply the necessary Discuss the need for capitalization of first and last names school. Demonstrate the way to secure invisibly the photographs by placi of pictures and fitting pictures into the designated space on th Encourage the pupils to be neat and accurate. Have children proofread all papers for accuracy and correct cap Guide pupils in pasting these autobiographies on manila art pages Have children count-off and write their number at the bottom designated space. Have the pupils collate their book and suggest an appropriate tit

EACHING PROCEDURES	MATERIALS
ortraits. he oral biographical sketches which they presented to the 160) ethods of keeping or recording information gathered by the it in the mind (memory) and on the tape recorder. eep a record of information about ourselves in another way. ls, paper, and our photographs. How do you think we will about ourselves today? otographs and write information about ourselves. We can t our class which can be kept and enjoyed for a long time." sheets for the pupils which include the following informa- ____ ________. s old. ______ School. aphs and a work sheet. tical sentences and supply the necessary words. capitalization of first and last names and the name of the ecure invisibly the photographs by placing tape on the backs pictures into the designated space on their papers. e neat and accurate. all papers for accuracy and correct capitalization. hese autobiographies on manila art pages. and write their number at the bottom of their page in the heir book and suggest an appropriate title.	Photographs of each pupil Duplicated work sheets Pencils Manila art paper or newsprint Tape

SKILLS

TEACHING PROCEDURES

Developing Independence in Organizing and Writing Sentences

Use felt objects on the flannel board.

Display a red ball on the flannel board.
Say: "Can you tell what you see?"
Allow many pupils to respond individually to the questi
sentence sense and word sequence.
Have children recite in unison, "I see a red ball."
Say: "You know how to write red, see, a, I, and perhaps ball.
You're ready to write what you say.
Close your eyes and say the sentence again slowly.
Imagine that you are writing it as you say it.
Which word would you write first? Show us on the black
Allow pupils to print the first word on the blackboard.
Accept a capital letter (I) and have pupils explain the reason fo
Continue the discussion of each word in its proper sequence,
ing, if necessary.
Let pupils state the sentence again.
Instruct them to write the sentence on their papers just as the
Advise pupils to reread their statement after they have finishe
that it has all of the words that it needs to make sense.
Invite pupils to participate in writing the sentence on the board
Encourage comments upon capitalization, word sequence, lette
and punctuation.
Guide pupils in finding and correcting their own mistakes by
in the sentence and asking:
"Does your word look just like this?
Do you have your period here?"

To move slowly and deliberately with the first dictation le
confidence and possibility for success in the initial attem
the interest in writing.

TEACHING PROCEDURES

the flannel board.

ıll on the flannel board.
ell what you see?"
ıpils to respond individually to the question in order to develop
ıse and word sequence.
ecite in unison, "I see a red ball."
how to write red, see, a, I, and perhaps ball.
ady to write what you say.
ır eyes and say the sentence again slowly.
hat you are writing it as you say it.
rd would you write first? Show us on the blackboard."
print the first word on the blackboard.
letter (I) and have pupils explain the reason for its use.
scussion of each word in its proper sequence, reinforcing the spell-
sary.
the sentence again.
write the sentence on their papers just as they said it.
reread their statement after they have finished writing it to be sure
l of the words that it needs to make sense.
participate in writing the sentence on the board.
ments upon capitalization, word sequence, letter formation, spacing,
ion.
finding and correcting their own mistakes by pointing to each word
ıce and asking:
ır word look just like this?
have your period here?"

lowly and deliberately with the first dictation lesson enforces pupils'
and possibility for success in the initial attempt, thereby escalating
in writing.

MATERIALS

Felt objects:
- red ball
- red apple
- yellow duck
- white rabbit
- blue star
- purple bird
- black cat
- orange hat
- green boat
- green tree
- brown leaf

Flannel board
Pencils and paper
Labels for pictures

SKILLS	TEACHING PROCEDURES
Developing Variety in Sentence Structure	Continue this procedure and increase the variety of objects and o Example: The duck is yellow. You have a yellow duck. I have a yellow duck. That is a yellow duck. I see a red ball and a yellow duck.
Beginning to Write Compositions	Allow pupils to select and write their own sentences about an o skill in writing. Provide time for the class to enjoy the writings. Have stories read and compiled for the library.
Incorporating Prepositional Phrases	* Allow children to develop skill in constructing sentences whic phrases. Use the felts suggested in the previous lessons. Place a bird over a tree. Place a brown leaf under a tree. Ask children to write sentences which tell about the bird and lea Accept sentences such as: The bird is over the tree. I see a bird over the green tree. There is a red bird over the green tree. A brown leaf is under the tree. The leaf fell under the tree. Encourage individuality and creativity of ideas.

TEACHING PROCEDURES	MATERIALS
d increase the variety of objects and of sentence structure. yellow. ellow duck. ow duck. llow duck. all and a yellow duck.	
write their own sentences about an object as they develop	
to enjoy the writings. piled for the library.	
skill in constructing sentences which have prepositional	Word cards: over under beside behind in out on
he previous lessons.	
tree. ences which tell about the bird and leaf.	
e. een tree. r the green tree. he tree. ree.	Felt objects suggested in previous lesson
d creativity of ideas.	Flannel board

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